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ABSTRACT

Country schools in eastern and central Kansas are explored from six different aspects: country schools as historic sites; teachers (their roles, rules, and restrictions); reading, writing, arithmetic, and recitation (a day in a rural school); country schools and the Americanization of ethnic groups; country schools as community centers; and country schools today (consolidation, closings, and current uses). Establishment of country schools is traced from temporary sod or wood structures erected by local families to stone structures built to state prescribed specifications. Teachers are characterized as being poorly trained and paid, but highly respected and serving as community role models. The schools are described as having limited curricula and even more limited resources (often there were as many different textbooks as there were families in school), but many eighth graders were able to pass very comprehensive examinations for graduation. Although the majority of early settlers were already "Americans" when they reached Kansas, the schools are shown to have had considerable impact on American Indians and German Mennonite immigrants from Russia. Country Schools are identified as area social, cultural, and oftentimes religious centers. The consolidation movement is traced from 1901 and present uses of school buildings (museums, community buildings, etc.) are illustrated. (BRR)

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COUNTRY SCHOOL LEGACY: Humanities on the Frontier

EASTERN AND CENTRAL KANSAS COUNTRY SCHOOLS

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Topeka, Kansas

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COUNTRY SCHOOL LEGACY: HUMANITIES ON THE FRONTIER

The Mountain Plains Library Association is pleased to be involved in this project documenting the country school experience. Funding of this project from the National Endowment for the Humanities, cost sharing and other contributions enabled us all to work with the several state-based Humanities Committees as well as many other state and local libraries, agencies and interested citizens. We are deeply impressed not only by the enthusiasm for this work by all concerned but by the wealth of experience brought to bear in focusing attention on—and recapturing—this important part of history, and how we got here. This project seems to identify many of the roots and "character formation" of our social, political and economic institutions in the West.

Already the main Project objective seems to be met, stimulating library usage and increasing circulation of historical and humanities materials in this region. Public interest is rising in regional, state and local history. Oral history programs are increasing with greater public participation. The study of genealogy—and the search for this information—is causing much interest in consulting—and preserving—historical materials. What has been started here will not end with this project. The immediate results will tour the entire region and be available for any who wish the program, film, and exhibit. There will be more discussion of—and action on—the issues involving the humanities and public policies, past and present. The Mountain Plains Library Association is proud to be a partner in this work, the Country School Legacy, and its contribution to understanding humanities on the frontier.

Joseph J. Anderson
Nevada State Librarian
Past President
Mountain Plains Library Association

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COUNTRY SCHOOL LEGACY:
HUMANITIES ON THE FRONTIER

Eastern and Central Kansas

prepared by

Sara E. Judge

under a grant by the Mountain Plains
Library Association, funded by the
National Endowment for the Humanities

1981

INTRODUCTION

In the following pages, whenever country school teachers are referred to, the pronoun "she" is used. Though, of course, not all rural school teacherswere female, the overwhelming majority were women. Jennie Waite, in her Sheridan county public school yearbook, 1928-1929, included the statistic that, of the teachers employed in one teacher schools in Sheridan county during the '28-'29 school term, 51 were females while only 8 were males.

The following pages are the result of the cooperation of scores of people from all over Kansas. The response to the "Country School Legacy" project was overwhelming. Many thanks are due to all the former teachers and students in rural schools who opened their homes to the writer and took time to share their memories. Also to the many who mailed reminiscences and offers of help.

The writer expresses special appreciation to Mrs. Lori Dunafon of Westmoreland, Kansas and Mr. Clyde Ernst of Lyons, Kansas for their special help in setting up interviews, to Mr. Don Rowlison of the Kansas State Historical Society for his helpful suggestions at the very beginning of the project, and to the rest of the staff of the Kansas State Historical Society for their help and interest in the project.

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I. Country Schools as Historic Sites: the establishment of rural schools in central and northeastern Kansas

II. Teachers: their roles, rules, and restrictions

III. Readin', Writin', 'Rithmetic and Recitation: a day in a rural school

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V. Country Schools as Community Centers

VI. Country Schools Today: consolidation, closings, and current uses.

COUNTRY SCHOOLS AS HISTORIC SITES:
the establishment of rural schools
in central and northeast Kansas

They called themselves "country schools" - the term "rural school" was seldom heard. They grew in number like Topsy as the state dropped its frontier swaddling clothes with the on-rush of settlement and civilisation. When the first white settlers to Kansas unhitched their oxen and unloaded their covered wagons, along with the first corn crop were planted a house, a church - and a school. Almost before there were children to attend them a rough-hewn school district was formed and a building put up. Schools were not an afterthought, but part of the original purpose of our first settlers.

Before statehood, before legislation brought some degree of continuity to the educational process, the schools organized were generally "subscription" schools. A teacher moved into the community and took upon himself the organization of a school. Each parent who chose to send his child to school paid to the teacher a fixed amount of tuition per pupil, generally from $1 to $1.50 per month, thereby "subscribing" his children to an education.[1] In these pre-statehood subscription schools, terms generally were held at 3 month spurts with a two week vacation between terms. Teachers were hired for one term only, so it was entirely possible that a student might end his school year having been under the tutelage of three different people.[2] This, coupled with the great diversity of text books used (each child

brought to school whatever text books their parents had brought along when they'd emigrated to Kansas - in a given schoolroom it was possible to have each family of children learning from as many different geographies or readers) lent a lack of uniformity to the educational process that was not the best way to make progress in learning.

The first territorial legislature, meeting at Pawnee in July of 1855 adopted the first legislative guidelines for the establishment of schools and school districts. This legislature provided for the establishment of school districts in each county, creating county school boards to authorize the creation of school districts upon presentation of a petition "for that purpose by the majority of voters resident within such contemplated district"[3]; provided for the election of school boards in each district to have the responsibility for hiring teachers and building and maintaining a school house; and provided for funding and monetary support of the school from taxes and land proceeds at the local level.

These 1855 statutes were adopted by a pro-slavery legislature and based on the Missouri school laws at that time. Section 1, Article 1, Chapter 144 states "that there shall be established a common school, or schools, in each of the counties of this territory, which shall be open and free for every class of white citizens between the ages of 5 and 21 years . . ."[4] By 1858, an anti-slavery legislature was in control. These 1855

Missouri-based school law statutes were revoked and ones enacted that were more in keeping with the northern rather than the southern school systems[5], changing, among other things, the wording of the above to read "white or colored" citizens.

The 1858 legislature also created the office of county school superintendent, an office that continued in existence up into the early 1960s, when it was abolished due to state-wide unification. The county superintendency was an elected position. The person holding this job would, it was hoped, have some background in education, because it was he or she who would preside over each teacher and school board in the county. He presided over the election of local officers; helped create or close schools; and was the final arbitor between teachers, parents, and students. He was required to visit each school "at least once each term for the purpose of examining into the condition of the school, and of the text books used, and giving such advice as he may deem proper, in reference to the courses of study pursued and the general interest of the school[6]. According to the 1928-29 Public School Yearbook for Sheridan county, Kansas, some of the points the superintendent would look for in grading a school were:

> "Proper lighting should be from the left only. Window space should equal 1/3 floor." This often resulted in the school board having to board up the windows on one side of the building - the requirement was eventually done away with.
>
> "Slate blackboard deserves a score of 40;

> other kinds less...It is suggested that the minimum of blackborad should be 30 sq. ft. for the teachers' use and 4 sq. ft. for each each child. The minimum for one room should be 100 sq. ft."
>
> "A school that has not complied with the library law for the current year will not be approved or renewed. Do not count old, discarded texts or government reports."

In later years, a poor score on the county superintendent's report could be a prejudice against a student from that school getting into one of the county high schools. A poor rating from the superintendent on the county high school could prevent a graduate from entering a state college or university.[8] However, in these early years, despite the laws and requirements, superintendents didn't always supervise their schools so closely and consequently the physical quality of each school within a given county varied as much as the tax base and the individuals who made up the local school board.

Each local school board was by law constituted of three people: a director, a treasurer, and a clerk. The school boards had the duties of hiring and firing teachers, of building and maintaining the local school building, of deciding which text books would be used, and the general running of the school.[9] A prospective teacher made application to the board of the school she wanted to teach. Often, in interviewing for these positions, she'd have to wade out across a plowed field, skirts hiked up, to talk to a board member, who was putting in a spring crop. Board members most generally were farmers or merchants

from the area. Boards held monthly meetings to conduct business; here they contracted to have a school built or to have repairs made, to purchase a load of coal for the stove or arrange to have a supply of corn cobs delivered for starting fires, to set length of school term or set the requirements in the teacher's contract, etc. Then, in each district, annual meetings were held wherein all those in the district twenty one years or older met to vote on various governance issues for the school, such as length of school term, approval of bond issues, salaries for teachers, etc. Incidently, beginning in 1861, both males and females who "were residents of the district and possessed the constitutional qualifications required"[10] were allowed to vote at these school district meetings.

As has been said, many of the early schools were three-month "subscription" schools whose pupils paid tuition at the rate of a dollar to a dollar and a half a month for the privilege of attending. Such schools most generally did not have their own separately maintained school building, but were held in the home of the teacher, a patron of the school, or, as in the case of the first school in Lawrence, Kansas (begun in 1855), in the back office of Dr. Charles Robinson, a prominent figure in the anti-slavery New England Emigrant Aid Society and later the first governor of Kansas.[11] One of the first schools for white children, and indeed one of the first schools in the territory, was started in 1851 and held in the old Kaw Indian mission building in Council Grove, Kansas. This two-story building of native limestone had

also done duty as a Methodist mission for the Kansa Indians, a council house, a church meeting house, and a place of refuge for early settlers during Indian raids.[12] Mr. T. S. Huffaker established this 1851 school and classes where formed with twelve to fifteen pupils, children of government employees, mail and stage contractors, traders, blacksmiths and others connected with Indian affairs and commerce on the Santa Fe trail.[13] This building is currently maintained as a state historic site.

Central and northeast Kansas are blessed with an abundant sub-surface building resource in the form of limestone beds. Surprisingly, though, the initial school houses built in this part of Kansas, in the 1850s and 1860s, were constructed of the supposedly-scarce material, wood. These structures were either log cabins or, as in the case of the first school house in Pottawatomie county (built in 1859 at St. George, Kansas), were built of sawn cottonwood planks which "warped so badly that it scarcely kept the sun out, not to mention the wind and rain."[14] In a log cabin school house, built in 1862 near Westmoreland, also in Pottawatomie county, each father constructed the log-slab bench for his child to sit on and there was one table, set in front of the single window, wheron the children practiced their writing.[15] In Cloud county a log school was built in 1864 at the Elm Creek settlement. The homemade furnishings consisted of variations on a theme of split logs and peg legs. The first teacher there, Rossella S. Honey, later recalled that her desk "made from one immense walnut log, split and polished, with

peg legs like the seats" had to be dismembered because that long walnut plank was needed for use as the bottom of Mrs. John Thorp's coffin (the sides of the casket were made from pieces of packing cases)[16]

Advantage was eventually taken of the abundance of limestone as a building meterial and many of the substantial, thick-walled stone school houses built still dot the Flint Hills, standing stolidly on the corners where two section roads cross. Peter Reid, an immigrant from Scotland, settled in Atchinson county in 1856. He helped survey school lands in the county and, according to family history, in 1870 helped cut the stone that built the new Good Intent school northwest of the town of Atchison.[17] This native stone building with its ornate belfry and unusual doorway placed on the side rather than the front of the building, served three generations of Peter Reid's descendants as a school and community center until being closed in 1965 as a result of state-enforced consolidation. The Good Intent school was reportedly the largest rural school in Atchison county and was taught in 1902-1903 by Miss Ethel Martin, a daughter of former Kansas governor John Martin.[18] Another stone school house with an interesting history is the Stone Corral school, located in Rice county, Kansas. Stone Corral took its name from a little settlement and outfitting stop on the Santa Fe trail, where it crossed the Little Arkansas river. Along with a toll bridge, blacksmith shop, soldiers' quarters, etc., this location featured a "fort" or corral wall that inclosed an area 300 feet square with a seven foot high wall of

stone. The walls were two feet thick and featured portholes for defense. Defense was its primary function, especially when the Kiowas, Comanche, Arapahoe, and Cheyenne began their continuing raids in 1864 against stage stations on the Santa Fe trail.[19] In the 1880s when lumber was in short supply on the central Kansas prairie and a school was needed at the intersection of Plum and Saxman roads just west of the Rice county line, the handiest source of raw materials for building was this long-since abandoned stone corral just a mile north of the school site. A former teacher, Virginia Huey of Hutchinson, Kansas, was not aware of any ethereal emanations from the stone walls that had seen Indian war parties, cavalry soldiers and the likes of people like "Buffalo Bill" Cody: "If you're trying to teach more than 30 children, all ages and sizes, half of them from the farms and half of them from the oil fields, you don't have a moment to sit around and think of anything spooky."[20]

The first schools were usually built by local people, often by the patrons of the school themselves. Regardless of materials, the basic design was a rectangular building ranging in size from 16 feet x 30 feet to 25 feet x 50 feet. Three or four windows would be set in each of the two long walls. One of the short walls would be windowless (the blackboard and teacher's desk generally were along this wall) and the wall opposite this would contain the doorway and cloak room. There seemed to be no consistency as to whether there would be one door, one double door, or two separate doors. In the majority of school houses the writer

has observed, there was simply one door; very few have had the two separate entrances for boys and girls. Most often the schools had a vestibule or ante-room attached to the front of the building as the initial entrance. If there was no vestibule, there was generally a cloak room anyway, with partitioning wall setting it off from the classroom proper and presumably acting as a sort of buffer for winds coming in the front door.

With the growth and increasing involvement of the state Department of Public Instruction in the guidance of school life, uniform plans for school buildings began to be issued in the Department's biennial reports. Floor plan suggestions were provided for more attractive and efficient buildings. Suggestions were also included for more efficient heating methods to replace the round coal-and-cob-fueled stove set squarely in the center of the school room. Quite elaborate designs were presented for placement of stoves for improved venting and heat circulation, and some schools even dug a basement and put their stoves down there with floor vents letting up into the school room.

Windows were placed along either side of the school house, generally three or four windows to a side. This was to allow for the maximum use of sunlight as no artificial light was used in the daytime. Walls were equipped with kerosene lamps in wall brackets for the times when the school served as a community facility for nighttime functions.

The following pages include copies of school house plans and specifications from the 1881 Biennial report of the State

Superintendent of Public Instruction. Also included is a listing of the requirements for a standard rural school from 1912-1918 and a Cerificate of Renewal for Eureka school in Rice county who met the requirements.

FOOTNOTES

[1]E. N. Dick, Sod House Frontier (New York: D. Appleton-Century, Co., 1937), p. 317.

[2]Ibid., p. 317.

[3]Statutes of the Territory of Kansas . . . (N. p., Shawnee manual labor school, 1855), p. 699.

[4]Ibid., p. 699.

[5]Clyde Lyndon King, "The Kansas school system - its history and tendencies", Collections of the Kansas state historical society, 1909-1910.(Topeka, Kansas: State printing office, 1910), p. 424.

[6]General laws of the state of Kansas . . . (Lawrence, Kansas: Kansas state journal press print., 1861), p. 258-259.

[7]Jennie E. Waite, comp., The Sheridan county public schools yearbook, 1928-1929 (Hoxie, Kansas: Hoxie Sentinel, 1929), p. 10.

[8]Personal communication, Mr. Arthur Harvey, Lyons, Kansas. October 17, 1980.

[9]James H. Canfield, Local government in Kansas (Philadelphia: Cowperthwaite & co., 1885), p. 8.

[10]King, p. 427.

[11]Emporia State University Department of English, "School - then and now", Heritage of Kansas, 7 (May 1963), 5.

[12]Ibid., p. 5.

[13]Ibid., p. 5.

[14]Doc Maskil, The early history of Pottawatomie county compiled from the research of W. F. Hill (Westmoreland, Kansas: Westmoreland Recorder, 1954), p. 4.

[15]Ibid., p. 4.

[16]Emporia State University, p. 7.

[17]Personal communication, Mr. Roy A. Reid, Atchison, Kansas. December 6, 1980.

[18]"How Good Intent was named", Atchison Globe, Atchison, Kansas, 12 September 1976, p. 3A.

[19]American atlas company, comp., Centennial atlas of Rice county, Kansas (McPherson, Kansas: the company, 1971), p. 344.

[20]Kansas state historical society, comp., Rice county schools clippings, volume 1 (Topeka, Kansas: the society, 1975), p. 9

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Superintendent For The School Years Ending July 31, 1879 and 1880. Topeka, Kansas Publishing House, 1881.

SCHOOL HOUSE PLANS AND SPECIFICATIONS.

Our people are expending large sums of money in the construction of public school buildings. A few of our country school houses are built on scientific principles, and have some architectural beauty; but most of them are but little improvement on the structures of a quarter of a century ago. This appendix is presented with the hope that it will contribute to a better expenditure of building funds.

The plans and specifications prepared by Messrs. Haskell & Wood and Mr. E. T. Carr are a gift to the people of the State. These public-spirited gentlemen have my thanks, and deserve those of all friends of public schools, for their valuable contributions.

The plans and specifications prepared by Mr. B. J. Bartlett, of Des Moines, Iowa, took the first premium at the Western National Fair, held at Bismarck Grove, last September.

FRONT ELEVATION.

Scale. 10 feet to 1 inch.

HASKELL & WOOD, ARCHITECTS, TOPEKA, KAS.

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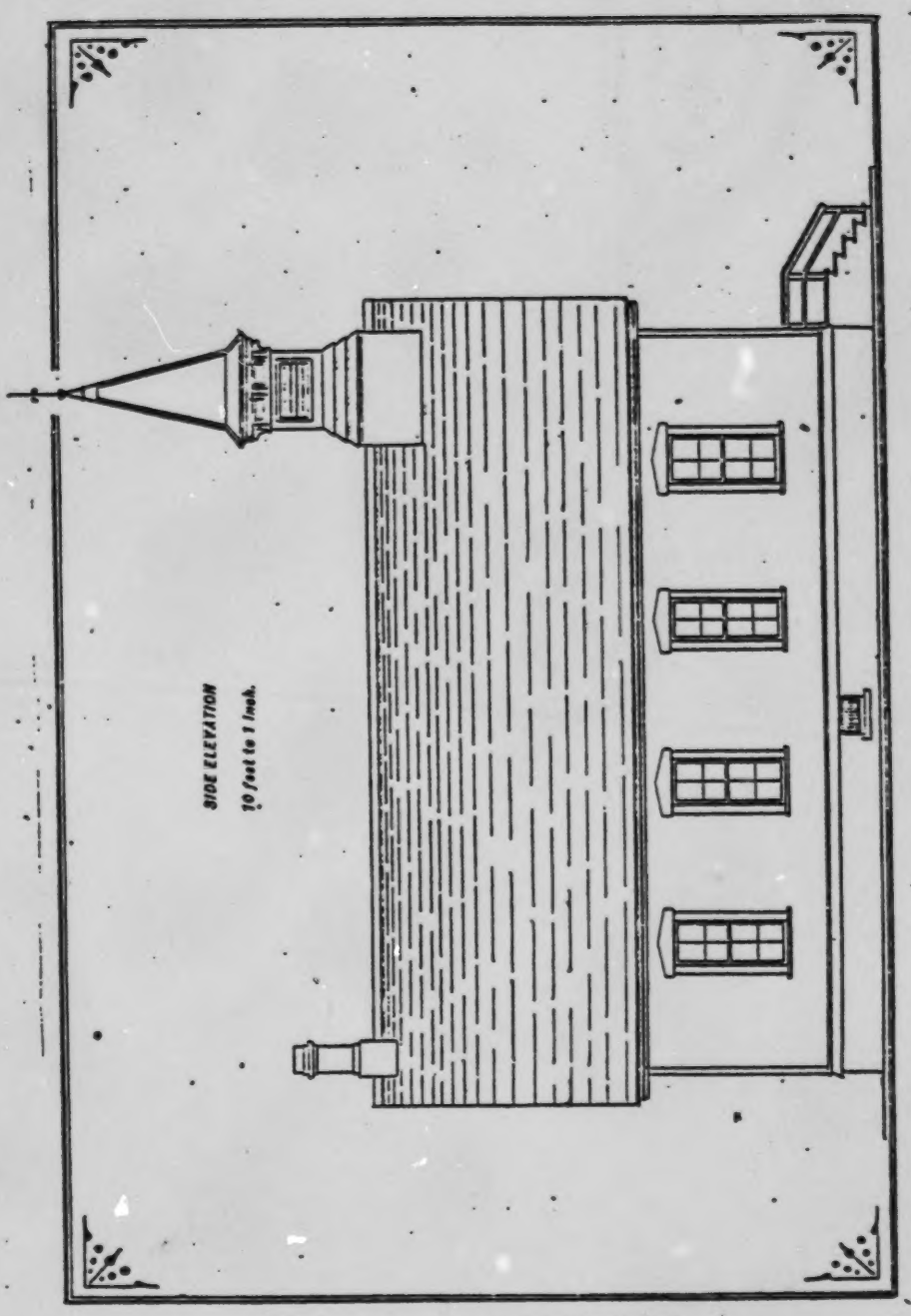

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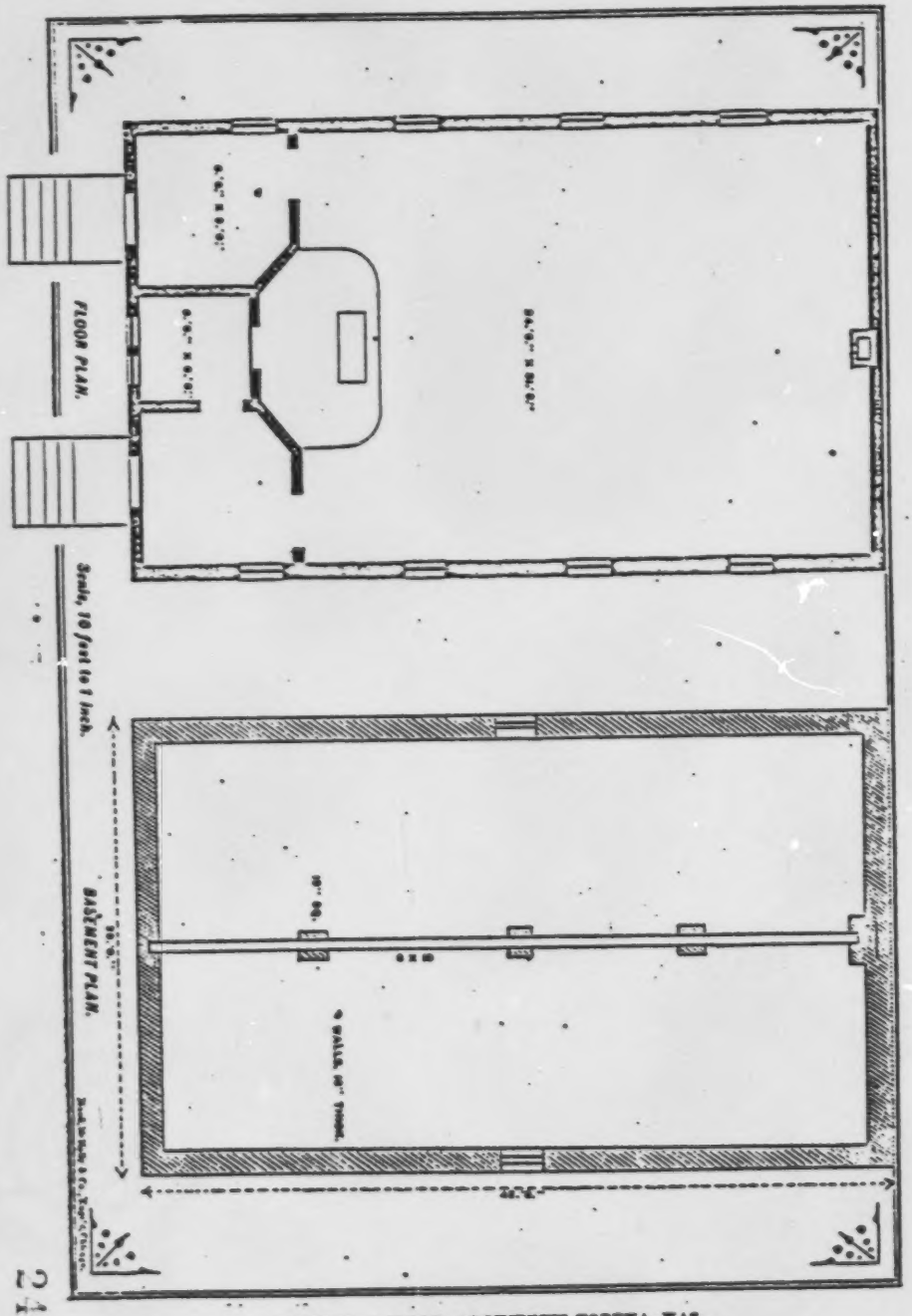

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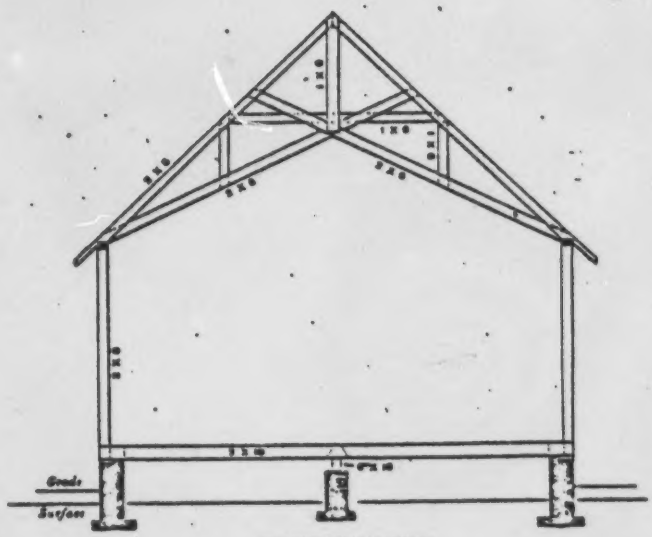

TRANSVERSE SECTION.

Scale, 10 feet to 1 inch.

HASKELL & WOOD, ARCHITECTS, TOPEKA, KAS.

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SPECIFICATIONS.

The size of the accompanying plan may be enlarged or diminished, as the wants of any given school district may require. In the preparations for building, the school-district board should settle the following points before determining the exact size of the school-room: 1st, the maximum number of scholars; 2d, the maximum sizes of scholars, with a view to fixing the size of seats; 3d, the kind of seat used, viz., whether single or double, or whether partly single and partly double.

The wall aisles should not be less than 2 feet 6 inches, and might profitably be 3 feet 6 inches, so as to allow ample space around the blackboards and maps, without disturbing the sitting scholars adjacent. The spaces in front of the teacher and between the school seats and teacher's platform, ordinarily used for a stove in the middle and recitation seats on each side, should also be sufficiently ample to allow free interchange of places.

For all the above there is no law to compel the adoption of any particular spaces, and hence it is out of the question to say more than *what ought to be;* yet all these points influence the size of the room in which the seating of a given number of scholars is to be provided.

THE PLAN

Shows two entrances, viz., one for girls and a separate one for boys, with ample spaces for clothing-hooks, sink for washing, or other desired appointment.

The small room at the rear of the platform is for the use of the teacher during the active period of the school year, and for the use of the school board during the vacations; it is the store-room for books, maps, charts, fixtures, etc. The windows to this room should have secure blinds, and the doors good locks.

THE BUILDING

Is designed to be of wood, with strong stone-wall foundations. The walls should extend below the grade line 3 feet. Small apertures, grated with wood or iron, should be placed each side, to admit air to the floor timbers.

The middle of the floor to be supported upon a girder, resting on piers as shown.

Floor joist, 2x10, placed 16 inches from centers, and resting upon the girder shown, and also upon 2x6 wall plates, carefully bedded upon the top of the foundation walls.

Floor joist, bridged twice through on each side of the girder, with 1x3 lattice bridging studs 2x6, placed 16 inches from centers, to extend down past the floor joist to the wall plates, and to be firmly spiked at all intersections to the floor joist. Studs of partitions and exterior walls to be the same size, and to be double at all windows, doors and corners.

Eaves plates 4x6, formed of two pieces of 2x6.

Roof timbering to be as shown in transverse section, and to be a complete set of such timbering, as shown with intersections, all spiked solid, placed every 2 feet in the length of the house.

Timbering as above to be doubled under the bell turret.

Exterior walls boarded solid with surfaced ⅞-inch pine boards.

Roof boarded with surfaced fencing, laid so that each board will receive two nailings of shingles.

Roof covered with 16-inch sawed pine shingles, laid four and one-half inches to the weather.

Rain-water gutters at eaves, laid on the roof with an inclination, lined with tin which will extend full under the third course of shingles. Two 4-inch tin conductors to extend to the ground.

Cupola built as shown, with strong frame bolted to rafters. Exterior warranted water-

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tight, and connections with roof flashed with tin. Roof shingled and shingles of cupola roof painted, angles housed, and finial made as shown.

To be scuttles large enough to admit a bell, finished and covered.

Cornices built as shown, with facia, soffit, and frieze of ⅞-inch lumber, and finished with crown and bed mouldings, in workmanlike manner.

Exterior walls covered with siding six inches wide, laid four and one-half inches to the weather.

Exterior window and door casings, and corner boards to be one and one-eighth inches thick.

All window sash one and three-fourths inches thick, lip meeting rail, and hung with cords, pulleys and weights, cased on the inside with neat 1¼-inch stool finish, and band architrave five inches wide. All stop beads to be secured with round-head blue screws, and all sash to have fasts worth 25 cents each.

All doors one and three-fourths inches thick, four panels raised both sides, solid moulded, hung to full rabbeted 1⅝-inch frames, with wrought hinges, and locks, knobs, &c., worth, including hinges and transome fastenings, $2.50 for each door. Interior architraves of doors to be same as windows. The two exterior transome to be fixed in position and not hung. To be transome over all inside doors, hung as above indicated.

To be hard-wood thresholds at all doors, and the exterior door sill to be hard wood.

All floors, including teacher's platform, to be clear heart hard pine, narrow stuff, matched, and secret nailed. Edge of platform rounded with scotia under.

Dressing-rooms wainscoted five feet high, and school-room two feet three inches high, matched, beaded, and smoothed ⅞-inch white pine narrow stuff, neatly capped, and having quarter round at bottom.

To be chalk tray, properly formed, under all blackboards.

To be moulded map strip on all sides, formed to receive map hooks.

To be also map strip over all blackboards.

To be hook strips and shelves, in teacher's room, as directed by the board.

To be twenty-five large double ward hooks in each of the dressing-rooms.

To be strong, heavy steps and railings at each entrance.

To be brick chimney, as shown, with flue, 9x13-inch, plastered on inside, capped as shown, and having seven-inch funnel collar at proper height.

All parts of one story, to have two coats brown-mortar plastering, and one coat plaster-Paris finish.

To be 60 running feet of blackboard, four feet wide, the hard-finish coat made black, with ivory-black, or lampblack, and troweled hard; then coated with liquid slating.

All windows and transoms glazed with double-thick American glass, bedded in putty, tacked, and back-puttied.

All wood finish and metal work, exterior and interior, including exterior steps and roof of cupola, to have three coats linseed oil and white lead paint, tinted to suit. The blinds to be green, and the steps and rails some dark color.

The following is an approximate bill of quantities for the construction of the foregoing school house:

136 yards excavation.
1080 cubic feet rubble masonry.
1200 brick, in chimney.
400 square yards lathing and plastering.
2 girders, 22 feet long, 6x10.
68 joist, 14 feet long, 2x6.
128 studs, 12 feet long, 2x6.
50 studs, 18 feet long, 2x6.

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16 plates, 22 feet long, 2x6.
96 rafters, 20 feet long, 2x6.
48 ties, 12 feet long, 1x6.
4 wall plates, 14 feet long, 2x6.
4 wall plates, 22 feet long, 2x6.
4 cupola posts, 16 feet long, 6x6.
4 sills and girts, 16 feet long, 6x6.
100 strips, 12 feet long, 1x2.
1500 feet 1x6 roof boards.
16,000 shingles.
84 running feet 14x20 tin gutter.
20 sheets of tin for flashing.
34 feet 4-inch tin conductors.
2500 feet surfaced lumber, for exterior boarding.
2000 feet of siding.
2000 feet finishing lumber, for doors, windows, cupola, cornice, etc.
1400 feet matched hard pine flooring.
400 feet lumber in steps and rails.
4 doors, 4 panels each, 1¾ inches thick, 3x7.
2 doors, 4 panels each, 1¾ inches thick, 2.6x6.6.
8 windows, 8 lights each, 12x18, sash lip 1¾ inches thick.
1 large front mullion window, 2 sash, 4 lights, each 14x20, semi-circular head, and paneled.
1 blind and frame circle.
500 pounds nails.
400 yards painting.

With changes in the size of house, this bill of quantities will change.

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379
Kis ex

Circa 1912-1918

STATE OF KANSAS

DEPARTMENT OF EDUCATION

HIGH SCHOOL SUPERVISORS
C. C. BROWN
O. B. BEYSTER

W. D. ROSS,
SUPERINTENDENT OF PUBLIC INSTRUCTION

C. E. ST. JOHN,
ASSISTANT SUPERINTENDENT

L. D. WHITTEMORE,
SECRETARY STATE BOARD OF EDUCATION

RURAL SCHOOL SUPERVISORS
MISS JULIA M. STONE
J. A. SHOEMAKER

TOPEKA

REQUIREMENTS FOR A STANDARD RURAL SCHOOL.

YARD AND OUTBUILDINGS.

1. School grounds at least one acre, and kept in good condition.
2. Good approaches to the house.
3. Trees and shrubs, where climatic conditions will permit.
4. Two well kept, widely separated outhouses, with screened entrances.
5. Convenient fuel house properly located.
6. Well where possible.

THE SCHOOLHOUSE.

1. House well built, in good repair, and painted.
2. Good foundation.
3. Well lighted. Light from left side or left and rear.
4. Adjustable window shades.
5. Suitable cloak-rooms for boys and girls.
6. Attractive interior decorations.
7. Good blackboards (slate preferred), set about 26 inches from floor.
8. Heated by a room heater and ventilator properly placed, or by basement furnace which provides for proper ventilation.
9. Floor and interior clean and tidy.

FURNISHINGS AND SUPPLIES.

1. Desks suitable for children of all ages, and properly placed.
2. Good teacher's desk and chair.
3. Good bookcase.
4. A good collection of juvenile books suitable as aids to school work as well as general reading.
5. Set of good maps, a globe, and a dictionary.
6. Sanitary water supply provided by the district board, thermometer, sweeping preparation.
7. Sand table.

THE ORGANIZATION.

1. School well organized.
2. Classification and daily register well kept.
3. Definite daily program.
4. Attendance regular and punctual.
5. Discipline good.

THE TEACHER.

1. Must hold a state certificate, a first-grade county certificate, a normal-training certificate, or must at least hold a second-grade certificate and be a graduate of a four-year high school.
2. Must receive at least the average salary of the county, and in no case less than $385 per year.
3. Ranked by the county superintendent as a good or superior teacher.
4. Must read Teachers' Reading Circle books, attend institutes and associations, and in other respects show a proper professional spirit.

6-1047

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STATE OF KANSAS

DEPARTMENT OF PUBLIC INSTRUCTION

STANDARD AND SUPERIOR SCHOOLS

Certificate of Renewal

Eureka School

District No. 34, Rice County

IT IS HEREBY CERTIFIED That this school has been renewed as a Standard Rural School for the year 1929-1930.

This rating is based on 1000 points, distributed as follows:

	POSSIBLE SCORE	ALLOTTED SCORE
Yard and outbuildings	100	83
School building	200	180
Equipment	250	220
School	450	384
Total	1000	867

(Seal)

Issued at Topeka, Kansas, this 29th day of March 1930

Geo. A. Allen Jr
State Superintendent.

Elizabeth Warning
State Supervisor

Golda L Lantow
County Superintendent.

13-4187

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TEACHERS:
THEIR ROLES, RULES, AND RESTRICTIONS

The Teacher: His Creed[1]

> I believe in boys and girls; the men and women of a great tomorrow; that whatsoever the boy soweth the man shall reap. I believe in the curse of ignorance, in the efficiency of schools; in the dignity of teaching, in the joy of serving others. I believe in wisdom as revealed in human lives as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely. I believe in beauty in the school room, in the home, in daily life, and out of doors. I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on. I believe that every hour of every day we receive a just reward, for all we are and all we do. I believe in the present and in its opportunities, in the future and its promises, and in the divine joy of living.

Initially, with the first settlers moving into the territory, enough educated people came, with the purpose of homesteading, whose educational background was sufficient to satisfy the first cries for teachers. However with the creation of schools, a method was also needed to ensure the generation of more teachers to satisfy the growing need.

The 1855 legislature set out guidelines that the district boards could follow in hiring teachers. As set forth in the statutes, the teacher had to "produce satisfactory evidence they sustain a good moral character" and had to prove that they were prepared to teach "spelling, reading, writing, English grammar, geography, history, arithmetic and all branches taught

in public schools". The teacher was also to be evaluated "as to his or her capacity for government and discipline of such school"[2]

Proof of ability to teach was the holding of a teaching certificate. There were various levels of certificates, and requirements for these changed with changing attempts to upgrade the quality of instruction in the schools. The earliest certificates were issued by the county inspector of schools or the county superintendent. After satisfying the inspector as to her "good moral character" and her abilities in the above subjects, the teacher was granted a certificate good for one year only. However, county superintendents were not required to have an educational background themselves until thirty years after the office was created, so the expertise with which they examined candidates for teaching certificates needless to say varied widely, as widely as the potential teachers' real abilities. The examination, for instance, of one young lady who taught the first school in Cloud county consisted of a few oral questions in arithmetic, grammar, and geography, the reading of a paragraph in the newspaper, and the signing of her own name[3].

The county superintendent was supposed to, by law, designate a certain particular time and place in the spring and fall of each year to conduct general examinations of teachers "on all the branches that the law required to be taught in the common schools".[4] But where these examinations were held varied from year to year. Sometimes they were held in the

school house, sometimes in a store, sometimes in the superintendent's home, or in a church.[5] Standards of certification were fairly loose in the early days and often it is to be found that a young lady or gentleman would graduate from the eighth grade in April and that fall would find him teaching, maybe even in the same school where he was a student three months before, teaching exactly what and exactly the way he'd been taught.

With increasing sophistication of legislation and education itself, more requirements were put on certification of teachers, and the education and preparation they received improved. At first there had been only the one kind of certificate, granted by the county and good for just a year. By 1876, three levels of certificates were available: First Grade certificates covered proficiency in orthography (spelling), reading, writing, English grammar, composition, geography, arithmetic, U. S. history, comstitution of the United States, bookkeeping, physiology and hygiene, the theory and practice of teaching, and elements of natural philosophy, and were issued to persons at least 18 years old who had taught successfully for 12 full months; Second Grade certificates covered proficiency in all the branches required of the First Grade, except bookkeeping and natural philosophy, and were issued to persons over 17 years old who had taught successfully at least 3 months. No qualifications were set down for those granted Third Grade certificates, except that they had

to be examined in physiology. The First Grade certificates were good for three years, the Second Grade good for two years and the Third Grade for one year.[6] By the 1920s, life certificates were being issued to teachers who had completed 60 hours of college credits.

By and large, these teachers were good teachers and wanted to be better teachers. Consequently the first county normal institute was organized in Emporia about 1863, and before the year was out other institutes were held in Leavenworth, Atchison, Paola, Manhattan, and Marysville.[7] From the early days, teachers were required to attend these week long sessions that were usually held the week before school started. At first, attendees would be tested at the end of institute and that grade would determine what level of certificate they received. As time passed, the testing was done away with and teachers came simply to gather information and techniques from educational experts who lectured, conducted workshops, and sent rejuvenated teachers back to their schools with notebooks and heads bulging with new methods of instruction and ideas in art and reading and drills to pass on the their students. And institute week was the time when teachers in a county got together among themselves, to share problems and receive moral support in knowing that, no matter how alone they seemed, scattered out in these rural schools during the school year, there were others with troubles and joys just like theirs.

The teachers in the country schools were often children of the county and frequently children of the area in which they taught. The teacher knew all the families in the district and they all took turns inviting her into their homes, for a meal or to spend the night. The teacher was most generally unmarried (a stipulation that in some cases was written into her contract but in all cases at least up until the 1930s and early 40s tacitly understood)[8] and often could not live at home with her parents because it was too far from the school. Then she "boarded out" in the community, giving $10 a month out of a $60 a month salary for a room and meals at a home within walking distance of her school. Every morning she'd take up the lunch her landlady had put up for her and would walk the mile or mile and a half she needed to arrive at school by 7:30 or 8:00. School "took up" at 9:00 and in that hour beforehand she needed to sweep out the school, clean the blackboards, build up the fire in the coal stove and make sure she was ready for the teaching of ten subjects to fifteen children in eight grades.

The teacher was the respected person in the community. Next to the preacher, the teacher probably had more influence on her charges than anyone else. Whether she liked it or not, she was the example and had to be aware of that always. That is why smoking, drinking and sometimes even dancing were so frowned on by the community for the teacher. The teacher always

tried to become involved in the life of the community, attending district school board meetings, organizing programs and events to bring the parents to school, and visiting in the homes. The school district was a true community with the school house as its focal point and the teacher as its symbol.

At the 36th German Teachers Conference in December 1905, Miss Susie Quiring said: "It is the duty of the teacher to get acquainted with the parents and visit them. The parents, on the other hand, shall demand obedience of their children in school and insist upon it that their children do their homework honestly and well."[9] In this way discipline was maintained and apparently, from all the people the writer has talked to, never much of a problem in country school. The children were used to discipline at home and obeying their elders, and this training carried over to the school room.

Teachers were the masters in school and if a parent disagreed with a teacher's methods or treatment of a pupil, they discussed it with the teacher but never showed disapproval in front of their children. Often if a child got punished at school, the news would be brought home on the winged heels of a little brother or sister and the culprit would be punished at home too. One teacher was having chronic trouble with a little boy named Richard, until she found out that everytime Richard got in trouble at school his sisters would tell on him

and he'd get a licking at home. At the revelation of that situation, teacher and Richard together drew up a list of the things he got in trouble for at school. Thereafter, when he'd begin to act up, teacher would say, "Richard, it's on the list!" and she never had a bit of trouble.[10] Another teacher suspected a small group of fourth and fifth graders were smoking in the boys' outhouse as they seemed to spend an inordinate amount of time out there before school and at noon. Early one morning she stationed herself at the schoolroom window to watch and presently she could see wisps of smoke drifting out of the half moon cut in the door. She met the boys halfway across the school yard: "I think you boys have been smoking and I want it to stop." "Oh, no, Miss Flinn, we haven't been smoking." "I think you have and I want you to give me the can of Prince Albert you have tucked in your sock, Eddie." Eddie and his incredulous companions turned over the tobacco tin to their vigilant teacher and she had no more trouble with them smoking. Thirty years later she still had that can of tobacco in among her keepsakes.[11] Corporal punishment seems to, by and large, have been a rare occurance. One teacher had an enlarged joint on the middle finger of one hand, the result of a farm mishap, and in particular cases would rap the fractious student on the head with that knuckle, letting that youngster know that the teacher was "down" on him;[12] but having to stay in a recess was apparently as heavy as punishments were likely to get. A quick mind and a bit of a

sense of humor rather than a heavy hand maintained discipline in the country school.

The typical teacher did not stay long in any one school. The rural school was the breaking-in ground for a young person who wanted to teach. Typically, the teacher, just out of high school normal training, freshly equipped with a second grade certificate and with not even practice teaching experience, received a small poor school for her first year of teaching. These were probably schools in communities with few children and a poor tax base that couldn't afford to pay much above $50 a month, if that, in salary. The teacher went in to teach with trepidation but with dreams of the perfect school, to be met by five or six curious children, a little bit of blackboard and an old pump organ for music. The first year was a challenge as she tried her wings and she and her charges tried to make a good school out of what they had to work with. These teachers, however, were upwardly mobile and, if they didn't marry after the first year and drop out of teaching, they attended institute in the summers and applied for jobs in better schools, with higher salary, many of the teachers aiming for life certificates and a job in a two or three teacher school or a town school where the classes were smaller and they didn't have to do the janitor work.

But not all. There were dedicated country school teachers who liked that work and whose thirty and forty year teaching

careers were spent entirely in country schools, taking whole families of children from the first through eighth grades and sending them on, well grounded, to become businessmen and veterinarians, farmers and teachers, government officials and astronauts, famous authors, like Rex Stout, or, like Dwight Eisenhower, internationally known and respected political figures.

The country school teacher had also to be a nurse, janitor, musician, philosopher, peacemaker, wrangler, fire stoker, baseball player, professor and poet. Each school reflected the individual spirit of its teacher. When asked to remember their school years in later years, former students get a vague look when asked to describe the school, but can name every teacher they ever had.

> Without paved roads and automobiles to facilitate transportation, without modern plumbing, automatic heating, television, duplicating machines, record players, moving picture machines, or even adequate libraries, in many instances with little more than a blackboard and a few textbooks as teaching aids, these teachers, working with the other members of their communities, managed to pass on the highest values of our cultural heritage along with a sound knowledge of the three R's, to the present older generation. This is a success story that is unsurpassed and a glowing tribute to the teaching profession and to the vitality and strength of America. 13

FOOTNOTES

[1]Jennie E. Waite, comp., The Sheridan county public schools yearbook, 1928-1929 (Hoxie, Ks.: Hoxie Sentinel, 1929), p. 2.

[2]Statutes of the territory of Kansas . . . (N. p.: Shawnee manual labor school, 1855), p. 699.

[3]Clyde Lyndon King, "The Kansas school system - its history and tendencies", Collections of the Kansas State Historical Society, 1909-1910 (Topeka, Ks.: State printing office, 1910), p. 434.

[4]Ibid., p. 434.

[5]E.N. Dick, Sod house frontier (New York: D. Appleton-Century Co., 1937), p. 325.

[6]Columbian history of education in Kansas . . . (Topeka, Ks.: State printer, 1893), p. 24.

[7]King, p. 435.

[8]Personal communication, Mrs. Rose Watters, Blue Rapids, Kansas. November 21, 1980.

[9]H. P. Peters, History and development of education among the Mennonites in Kansas (N. p.: 1925), p. 55-56.

[10]Personal communication, Mrs. Doris Hoffman, Abilene, Kansas. October 16, 1980.

[11]Personal communication, Mrs. Inez Hause, Westmoreland, Kansas. September 13, 1980.

[12]Personal communication, Mr. Fred Cooprider, Lyons, Kansas. October 19, 1980.

[13]Kansas state retired teachers association, Heritage of our schools, the pride of Kansas (Dodge City, Ks.: Cultural heritage and arts center, 1976), p. v.

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GRADE 2nd

No. 18

TEACHER'S COUNTY CERTIFICATE.

Expires, August 5 1899 1900.

These Presents Declare, *That* M.J. Martin Shomyo, *having furnished satisfactory evidence of good moral character and of successful experience in teaching, and having passed with credit the examination required by law, and being otherwise legally qualified to receive the same, is granted this*

Certificate of the Second Grade,

which shall be valid in the County of Rice *for the term of* two YEARS *from the date hereof, unless revoked.*

It is Hereby Certified, *That the holder is proficient in, and fully qualified to teach, the studies herein named:*

SCHEDULE.

Minimum standing, first grade, 70 per cent.; required average, 90 per cent.
Minimum standing, second grade, 60 per cent.; required average, 80 per cent.

Orthography,	70	Arithmetic,	74
Reading,	77	U. S. History,	71
Writing,	98	Constitution of U. S.,	80
English Grammar,	80	*Bookkeeping,	
Composition,		Physiology and Hygiene,	86
Geography,	88	*Elements Natural Philosophy,	
		Theory and Practice of Teaching,	84
		Average Standing,	

*Required only for first grade.

Music 84

Given under our hands at Lyons, *County of* Rice, *State of Kansas, this* 5 *day of* Aug., 189

J. J. Caldwell Co. Supt.,
Flora Baldwin Associate Ex.,
W. M. Chance Associate Ex.,

County Board of Examiners.

BEST COPY AVAILABLE

HUGH DURHAM,
SUPERINTENDENT OF PUBLIC INSTRUCTION
JEWELL COUNTY.

MANKATO, KANSAS, July 21, 1905.

To the Board in District #132,

Jewell County, Kansas.

Sirs,— I commend to your consideration the recommendation of Miss Luell of this place. She carries what I call a good recommendation fr Miss Julia M. Stone of Cloud County. I have known Miss Stone a of years and what she says she means. I believe she would teach school. I will endorse her certificate should you employ her. done institute work for the last two years in Mitchell County.

Very truly yours,

Hugh Durham

Supt. of Public Instructio
Jewell Co. Kansas.

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No. 10.

TEACHER'S CONTRACT.

[See Sec. 67, School Laws 1885.]

It is Hereby Agreed, By and between School District No. 71 County of Rice State of Kansas, and W. L. Shonyo the holder of a State or county certificate, this day in force, that said teacher is to teach, govern and conduct the public schools of said district to the best of h[illegible] ability, follow the course of study adopted by the District Board, keep a register of the daily attendance and studies of each pupil belonging to the school, make all reports required by law, and such other reports as may be desired by the County Superintendent of Public Instruction, and endeavor to preserve in good condition and order the school house, grounds, furniture apparatus and other district property as may come under the immediate supervision of said teacher, for a term of [illegible] school, for the consideration of [illegible] on the 1st day of October A. D. 1894 for the [illegible] dollars per school month, to be paid at the end of each month [illegible]

That in case said teacher shall be legally dismissed from school, or shall have h[illegible] certificate legally annulled, by expiration or otherwise, then said teacher shall not be entitled to compensation from and after such dismissal or annulment: *Provided further*, That the wages of said teacher for the last month of the school term shall not be paid unless said teacher shall have made the reports hereinbefore mentioned.

And the said school district hereby agrees to keep the school house in good repair, to provide the necessary fuel, school register, and such other supplies as may be necessary.

In Witness Whereof, We have hereunto subscribed our names, this 25 day of November A. D. 1894

[illegible] *Director or Treasurer.*

W. L. Shonyo *Teacher.*

Attest: [illegible] *Clerk or Treasurer.*

Remarks.—This Contract should be made out in duplicate, and one copy given to the teacher, and the other placed on file in the District Clerk's office. The law does not authorize the Board of Directors to make a contract with a teacher, or to pay his salary, for any time during which his certificate is not in force.

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PROCEEDINGS OF THE TEACHER INSTITUTE HELD AT LOUISVILLE, KANSAS 1873

The Pottawatomie county Teachers' Institute convened September 30th at 10 o'clock A. M., Superintendent presiding, and was opened with devotional exercises conducted by Rev. Mr. Martindale.

F. A. Griffin was elected Secretary and J. J. Hosteter, Assistant.

An exercise in elocution was conducted by Miss Lou Waln, showing clearly the importance of this branch in the common schools.

Essay on "Education" by Miss Abbie Hall.

The Subject of mental arithmetic was next considered, and a class conducted by Superintendent Shipps, after which the Institute adjourned till 2 P. M.

Afternoon Session

After roll call, the subject of geography was taken up by Mr. Thompson, who illustrated his method of instruction.

This was followed by an essay, read by Miss Abbie Hall, subject "Education", which suggested many good thoughts of interest and profit. Penmanship was then considered by F. A. Griffin, who showed the importance of this much neglected branch.

Spelling was next introduced by J. S. Mitchell, illustrating an excellent method of teaching the same.

A few remarks, very interesting and instructive, on the Constitution were made by Mr. Loofborrow.

Evening Session

An address was delivered by Rev. H. Hoddie, who compared the difference of educational advantages between England and the United States.

(From: J. E. Biehler, Schools and education in the Flush community, Pottawatomie county, Kansas. N. p.: 1966. p. 19-20)

Aunt Het on School Teaching by Robert Quillen 1934

"One o' my girls had her heart set on bein' a school teacher, but I talked her out of it. Teachin' school is too much like bein' a preacher's wife. It's a high callin', but people expect you to give mor'n they pay for.

You take the teachers in town here. The only difference between them and the Christian martyrs is the date and the lack of a bonfire.

They was hired to teach, and they do it. They teach the younguns that can learn, and entertain the ones that fell on their heads when they was little. But that ain't enough. They're supposed to make obedient little angels out o' spoiled brats that never minded nobody, an' wet nurse little wildcats so their mothers can get rest, and make geniuses out o' children that couldn't have no sense with the parents they've got."

(From: Kansas state retired teachers association. Heritage of our schools, the pride of Kansas. Dodge City, Ks.: Cultural heritage and arts center, 1976. p. 26)

Teaching in the thirties by Clara Montgomery, former student at Atha school, District 50, Ness county, Kansas

Teaching a school was an honorable way
To earn a good living; she always got pay
She got there at eight, the fire to lay
And supervise the pupils throughout the long day.

When they left at four, she would pick up the broom
Tidy up the place and clean the whole room.
And at the end of a path stood a privy or two,
She surely would sweep them before she got through.

There was no fringe benefits, insurance or such:
It was strictly forty-five dollars a month.

(From: Mary Lou Hall, The history of readin' ritin' n 'rithmetic in Ness county. Spearville, Ks.: Spearville news, inc., 1980. p. 156)

THE SCHOOLMASTER'S GUESTS

by Will Carlton
Teacher in Ness Co.

The district schoolmaster was sitting
behind his great book-laden desk,
Close watching the motions of scholars,
Pathetic and gay and grotesque--
As whisper the half-leafless branches
When autumn's brisk breezes have come.

His little scrub-thicket of pupils
Sent upward a half-smothered hum
Like the frequent sharp bang of a wagon
While treading a forest path o're
Resounded the feet of his pupils
Whene're their feet struck the floor.

There was little Tom Timmons on the front seat
Whose face was withstanding a drouth,
And Jolly Jack Gibbs just behind him,
With a rainy new moon for a mouth.
There were both of the Smith boys as studious
As if they have names that could bloom
And Jim Jones, a heaven-built mechanic
The slyest young Knave in the room,
With a countenance grave as a horses
And his honest eyes fixed on a pin
Queer bent on a deeply laid project
To tunnel Joe Hawkens' skin.

There were anxious young students drilling
Their speeling-books into the brain
Loud puffing each half-whispered letter
Like an engine just starting it's train.

There was one fiercely muscular fellow
Who scowled at the sums on his slate
And leered at the innocent figures
A look of unspeakable hate.
And set his white teeth close together
And gave his thin lips a short twist,
As to say, "I could whip you, confound you
Could such things be done with the fist."

There were two knowing girls in the corner
Each one with some beauty possessed
In a whisper discussing the problem
Which one the young master likes best.
A class on the floor with their readers
Were telling with difficult pains
How perished brave Marco Bozzaris
While bleeding at all of his veins.

And a boy on the floor to be punished
A statue of idleness stood
Making faces at all of the others
And enjoying the scene all he could

II

Around were the walls gray and dingy
Which every old school sanctum hath
With many a break on it's surface
Where grinned a wood grating of lath,
  A patch of very thick plaster
Just over the school-master's chair
Seemed threat'ningly o're him suspended
Like Damocles' sword, by a hair.

There were tracks on the desks where the
        knife blade
Had wandered in search of their prey
   And their tops were as duskly spattered
As if they drank ink every day.

The square stove, it puffed and it crackled
And broke out in red flaming sores
Till the great iron quadruped trembled
Like a dog fierce to rush out of doors.
    While snowflakes looked in at the windows
The gale pressed its lips to the cracks
   And the childrens' hot faces were streaming
The while they were freezing their backs.

III

Now Marco Bozzaris had fallen
And all of his sufferings were O're
And the class to their seats were retreating
When footsteps were heard at the door,
And five of the good district fathers
Marched into the room in a row
And stood themselves up by the fire
And shook off their white coats of snow
And the spokes-man, a grave squire of sixty
With countenance solemnly sad
Spoke thus, while the children all listened
With all of the ears that they had.

"We've come here, school-master, intendin'
To cast an inquirin' eye round,
Concerning complaints that's been entered
An' faults as has lately been found.
To pace off the width of your doins'
An withness what you've been about,
An' see if it's payin' to keep you
Or whether we'd best, turn ye out!

"The first thing I'm bid to mention is
When the class gets up to read,
You give 'em too tight of a reinin'
And tech 'em up than they need.
You're nicer than wise in the matter
Of holding the book in one han'
An' you turn a stray G in their doin'
An' tack an odd D on their an'!

There ain't no great good comes of speakin'
The words so polite as I see
Pervidin' you know what the facts is
And tell 'em off just as they be."

"Un' There's that readin' in corncert,
Is censured from first unto last
It kicks up a heap of a racket
when folks is a travelin' past,
Whatever is done to readin' pervidin'
Things go to my say,
Shan't hang on no new-fangled hinges
But swing in the old fashioned way!"

And the other four good district fathers
Gave quick the consent that was due
And nodded obliquely and muttered,
"Them 'ere is my sentiments TEW!

Then as to your spellin'; Iv'e heern tell
By them as has looked into this
That you turn the u out of your labour
An' make the word shorter than 'tis;
An' clip the K off of your musick,
Which makes my son, Ephriam, perplexed--
An' when he spells out as he or'ter,
You pass the word on to the next!

They say there's some new grafted books here
That don't take them letters along
    But if it is so, just depend on't
Them new grafted books is made wrong!"
You might jest as well say that Jackson
Didn't know all there was for."

And the other four good district fathers
Gave quick the consent that was due
And scratched their heads slyly and softly
And said, "Them 'ere is my sentiments TEW!"

Then also, your 'rithmetic doin's
 As they are reported to me
Is that you leave Fare and Fret out
An' also the old Rule O' Three;
And likewise brought in a new study
Some high-steppin' scholars to please
With sawbucks and crosses and not-hooks
An' W's, X, Y's, and Z's!

We ain't got no time for such foolin
There ain't no great good to be reached
By tip-toe'in' children up higher
Than that which their fathers was teached."

And the other four good district fathers
Gave quick the consent that was due
And cocked one eye up to the ceiling,
An' said, "Them 'ere is my sentiments TEW!

Another thing, I must here mention,
Comes into the question today
Concerning somethings in the grammer
You're teaching our girls to say.
My gals is as steady as clock-work
An' never gave cause for much fear
But they came home from school T'other evenin'
A talkin' such stuff as this here;
"I love and you love and they----
An' they answered my questions, It's Grammer"
T'was all I could get 'em to say,
Now if stead o' doing your duty
You're carryin' matters on so
As to make the gals say that they love you
It's just all I want to know!

IV

Now Jim, the young heaven built mechanic
In the dusk of the evening before
Had well-nigh unjoined the stove pipe
To make it come down to the floor.
And the squire bringing smartly his foot down
As the clincher to what he had said,
A joint of the pipe fell upon him
And larruped him square on the head
The soot flew in clouds all about him
(Sorry, rest of poem unavailable)

SUGGESTED BY Mrs. Marjorie Laas
found in one of the files containing
minutes of Teachers Association
meeting

READIN', WRITIN', 'RITHMETIC AND RECITATION:
a day in a rural school

In the beginning,
a one room school
with a fire to be built
in a pot-bellied stove,
and children,
  coming in from rippled fields,
to be warmed
  by glowing coals
  and new learning.
"Is the moon really made of green cheese, Teacher?"

Then,
a school in town,
with someone else
to tend a furnace,
and children,
  coming in from rushing streets,
to be enlightened
  under shining globes
  and growing experience.
"How far away is the moon, Teacher?"

Today,
a city classroom,
a system complex, changing,
with heating plant
and engineer,
and children,
  coming in from sculptured suburbs,
to bask under new neon
  and a teacher's unchanging dedication.
"We have been to the moon, Teacher.
Tell us what is known about the stars."

-- Ann Unger[1]

And so the counties were divided into districts, until each had about a hundred numbered school districts, with a hundred white frame or native stone school houses dotting the corners where section roads crossed. The districts were formed such that no school would be over three miles from the next, so that no student would have to travel too far from home to get there. They had names that were frontier poetry. There were the animal names:

Buzzard Roost, Wildcat, Oriole, Crow Hill, White Eagle, Possum Hollow, Poor Puss, Snake Den; the names of faith: Mt. Carmel, Mt. Hope, Church, St. John, Good Intent; names from the area: Rose Valley, Frog Pond, Flint Rock, Dry Creek, Elm Slough, Cottonwood, Groveland Center; names of families: Cora, Jenkins, Cline, Fegnier, Clark, King, Pardee; all the 'Pleasants': Pleasant Hill, Pleasant Valley, Pleasant Ridge, Pleasant View; and the wild hairs: College Hill, Bonaccord, Glenn Sharrold, Chicago, Barefoot Nation.

The children who came were all ages ranging from five to seventeen. The little ones would come because there were smaller ones at home - Mother sent all the children she could to school along with an older sister or brother to divide up the work of looking after so many. The big boys, really men, came in the winter months or between the harvests to get in three months of schooling before they had to go back to farm work - it thus took them longer to get through eight grades. One teacher remembered a large, shy boy in her class who was only a year younger but many inches and pounds bigger than she. One day in art class, he was showing off, twirling a stencil around his ear and generating snickers. "Ed," she said, "you will stand up here in front of the class and do that until the end of school today." "I won't do it," Ed declared. "Oh yes you will. Because if you refuse, I'll go to the school board and you will still stand up here." So Ed spent the afternoon standing in front of the silent class, twirling that stencil, and went home that evening

calling the teacher every name in the book. But she never had any more problem after that and that Valentine's Day she received a store bought card from Ed, the kind that fold out and stand up, all covered with lace, that said "I love you" on it.[2]

They came from a variety of social and ethnic backgrounds: Swedish, Bohemian, German, Mexican. Some came with little or no English, taught by teachers who had no second language. But they stayed after school and worked hard and picked up the language quickly, often then acting as interpreter when teacher came home to visit.

By and large, everyone who got to school got there by walking. As has been said, school districts were organized and school houses placed so that no child would be over two and a half or three miles from school. If they didn't walk to school because the weather was bad or they lived too far, some rode horseback, sometimes three or four deep on the old mare. Then when they got to school they turned her loose and she made her way home. Or Dad or an uncle or neighbor would take the children in a hack or wagon. One boy was small enough and his dog big enough that he rode his dog to school.[3] Usually it was not more than a mile or mile and a half from home to school and, with several brothers and sisters and friends making up the group, it was a pleasant trip, what with stopping on the bridge to watch the creek flow below, or mudball fights, or checking trap lines set

out a few days before.

The teacher tried to arrive at least an hour before school took up at nine. Both teachers and students had to come to school absolutely prepared for lessons - with eight grades and ten subjects to get through in the day, there could be no time wasted. The school bell was rung at 8:30 and again at five minutes to nine, to alert the children it was nearly school time; then at nine the bell would be rung again and the children would line up on the school grounds. At that time the teacher might play something on the piano and all the students would march in to their desks, remaining standing until told to be seated.

The day started with opening exercises of singing, prayer, saluting the flag and perhaps a reading by the teacher. When Kansas history was introduced as a requirement into the curriculum, a rural school teacher in Marshall county was at a loss as to how to fit one more course into an already replete schedule. She solved her problem by having Kansas history as the opening exercise program, with the whole school as one class. Each child was responsible for bringing a Kansas fact to share and that way every one learned Kansas history and the state requirement was fulfilled.[4]

The 1861 school laws required the teaching of penmanship, reading, writing, English grammar, geography and "Arithmetic if desired . . . or such other branches of education as may be determined by the district board".[5] This early educational system was quite individualized, with county superintendents and

district school boards making many of the curriculum decisions. Early learning levels were based on readers rather than on grades. The core of the curriculum was texts like McGuffey's Readers - basically reading and grammar. Each term the student would begin where he'd left off the year before in his reader - in some cases beginning again in the front of the book. When he got through one book he was "promoted" to the next level of reader. In 1888, McPherson county school superintendent Charles W. Vittrum, with the financial support of the county and the moral support of leading educators, secured the adoption and successful introduction into nearly every school room in the county of Welch's common school system of gradation and his classification record.[6] Thus the beginnings of county uniformity of education, that allowed students to know where they were in school and what the path was to be to allow them to progress from grade to grade and finally graduate with a county diploma. Early standardization of textbooks used was also a locally decided thing. At the annual meeting of county school districts, it was put to the vote whether the county schools would use uniform textbooks. Commenting on one such upcoming school meeting in Greenwood county, John H. Wood, writer of the Honey Creek column in the Eureka Messenger, wholeheartedly approved adoption: "We have for several years been using the Independent series of readers for one grade and Barnes' for another, and for the past two winters one little girl had a reader and a class all by herself . . . It is like Joseph's coat of many colors and denominations."[7] Upon approval, delegates were

selected and, working with the county superintendent, textbooks were chosen to be used in all county schools for a period of five years.[8] Eventually, the state provided an approved list of texts and library books that the schools could choose from, thus ensuring quality as well as uniformity. As the educational system grew, the State Department of Public Instruction took a more positive role in creating aids to guide teachers, providing such things as book lists, suggested daily programs for class work, plans for school buildings, experts to lecture at county normal institutes, and hosting the state normal institute in Topeka each year.

From the early basics of education suggested by the 1861 laws, the curriculum grew and developed until country school children were learning, in addition to orthography, reading, grammar, geography, and mathmatics, physiology and hygiene "with special reference to the effects of alcoholic stimulants and narcotics"[9], American and Kansas history, literature, agriculture, and sometimes art and music. To fit all these classes in, courses would be staggered so that some were held on Tuesdays and Thursdays and some on Monday, Wednesday, and Friday. In any case, only about an hour or hour and a half could be devoted to any one subject and in that brief time all grades had to be called forward to be drilled on their lessons.

"Turn . . . Rise . . . Pass" - with that litany, teachers called forward each class to the recitation benches in front

of the room and would ask a few questions of each pupil to see if he had his studies prepared. While one class was in front, all the rest would be studying their own lessons. Children learned to concentrate under this method of instruction, but they also learned from the classes ahead of them. Not only were older students asked to aid younger students with their lessons, but in hearing what other classes were learning, a youngster was picking up more advanced school work, in addition to his own, all the years of his grade school life. Many pupils have told about learning from just listening to the older grades recite, about how as children they looked forward to advancing in school so they'd get to the point where they could study "Evangeline" or world geography too.

Teachers couldn't spend much time with each student but were always there to help whoever needed it. The main concern of the good teacher was to get the little ones started right, so more time was devoted to teaching the first, second, and third graders. If they got their basics well founded and could read, they had what they needed to get them on into the higher grades.

The eighth grade county examination for graduation was the main event in a student's grade school life and, for these country children, was nearly uniformly accompanied with much trauma. The teacher worked hard with her eighth graders, coming early and staying late with them as they went over old county exams and drilled and drilled. She tried to get the information they

would need so deeply ingrained in them that, on those two days when her two or three eighth graders dressed up in their best and traveled miles to the county seat - to a relatively large town full of strange people, to a strange school with strange teachers, to take an exam their educational future might depend on - they wouldn't completely fluster and would have a fighting chance to do well on the exams. It was a reflection on the teacher if her pupils did or did not do well on the exams. Former school teachers still state with pride that "I never had one of my eighth graders fail!" Even a cursory glance at the State-prepared examinations for common school diplomas shows that the typical eighth grade student in the country school was being asked to reveal a knowledge of all branches of school work that the present-day student might not expect to be challenged with until he reached college. A thorough familiarity with English and American literature seemed to be especially stressed: thirteen year old children were being asked to explain "Why we enjoy 'Horatio at the Bridge'" and to identify Longfellow's "finest simile" in 'Evangeline'. John H. Wood, the Greenwood county newspaper correspondent, took to task the preparers of these examinations whose requirements seemed to "exact a range of information in boys barely out of their knee pants and girls in short dresses who still love their dollies such as might be expected in a congressman or college professor, but which if had by a boy or girl would indicate a dangerous precocity."[10] Such

course material would best be reserved for the high school curriculum, after the grade school graduate was "ready mentally and physically to take . . . something stronger."[11] In this way also the grade school student would have the challenge of this more advanced curriculum to anticipate, Wood declared, and educators would find "hundreds of Kansas boys and girls with glowing cheeks and ears wide open . . . [listening] eagerly for the rap of the high school bell."[12] Nevertheless, the fact that this sort of information was expected from common school students coupled with the fact that teachers did claim very little or no failures by their students on the county examinations suggests a quality of education in the country schools that is rather amazing.

School was not all lessons however. At 10:15 in the morning and again at 2:30 in the afternoon, the children enjoyed a 15 minute recess. At noon, lunches brought in tin syrup pails were quickly consumed so that, as soon as everyone was done, they could go outside and play some more. A school may have been able to raise money through holding box suppers or selling magazine subscriptions to buy a swing set or a merry-go-round, but frequently all the play equipment there was was a ball and bat and a lot of imagination. Baseball was a favorite recess sport, as was Ante Over, Red Rover, Dare Base, Sheep-my-pen, New Orleans, and Pump Pump Pullaway. In the winter there would be Fox and Geese and skating on your shoes on the frozen creek or farm pond.

In the spring there'd be making mud slides on the creek bank and mud ball fights, and in the fall there was the fun of playing Indian, building lodges out of bent poles and prairie grass. Maybe once a year, in the fall or spring, after the last recess the whole school would go on a picnic, walking to some point and building a fire to cook supper. And all year long there were usually dog fights in the school yard to break up.

Nearly every month held a holiday that was occasion for decorating the school and having a program for the parents. During opening exercise time, or after school, or however it could be worked in during the day, songs were prepared and pieces memorized. Then, in front of a decorated cedar tree at Christmas or on a homemade stage for Kansas Day or after the last-day-of-school picnic, the children would sing songs and recite from 'Evangeline' or Kipling's 'The Battle of East and West'. Last-day-of-school picnics brought parents and younger brothers and sisters to the school. The mothers brought food and everyone shared the meal. The program would include these songs and recitations, and the teacher would announce who had advanced to the next grade, who were top spellers and cipherers, give gifts to the students and receive them in return. Then while the mothers visited and the babies slept, fathers and children ended the day with a baseball game.

Music was encouraged in the country schools and singing played an important part in opening exercises and in school pro-

grams, although until into the nineteen twenties and thirties, formal music education as such was unknown in the average rural school. It was often asked of a prospective teacher if she could play a musical instrument, but such talent was not required. Nonetheless, in those times a young woman was often trained in piano at home and, as a teacher, with the piano or pump organ that was usually found in the school room, was sufficiently equipped musically to lead song time in school. If the teacher didn't play the piano, she accompanied the singing with clarinet or trombone or whatever she did play; or there would be a student in school who did play piano and could furnish the music.

Besides the regular periods of music, the students often organized musical events on their own. The grade school at Kanona, in Decatur county, had an all-school guitar band. In McPherson county, one former student recalled that a girl in his rural school could play the Hawaiian guitar, or ukelele. He recalled that, as she accompanied them on the ukelele, he and a friend sang "Home on the Range" for a community meeting at the school.[13]

Formal music education, with learning of musical notation, began in the 1930s with the introduction of the traveling county music teacher. These teachers would travel the county, visiting each school one day a week or every two weeks. Between the times she visited, she left music lessons with the teacher, who carried them out as best she could until the next visit.

Though only about three miles from each other, each of these country schools was its own little world. When high winds and a prairie fire threatened the Deer Creek school in Marshall county, one didn't call for the fire department. Instead, while the older girls watched the younger children, the man teacher and the older boys pumped bucket after bucket of water and soaked their jackets. They slapped their jackets against the school to make it damp, then set back fires and watered border lines to try to control the fire and save the school house. The building and all therein were saved, thanks to such quick and independent thinking.[14] Warner Johnson, Sheridan county school superintendent for many years, recalled how, in the early 1890s when he was going to Green Valley school in Sheridan county, the teacher rang her bell early at recess and hurried the children into the school house. Once in, they stood at the windows and watched as cowboys herded a thousand head of Texas cattle bound for Ogallala, Nebraska right past the school house. Not until they were well past were the children let outside again.[15]

Although few of the informants, either former teachers or former students, the writer has talked with think that there would be any profit in a return to a country school type of education, they uniformly agree that the education that they gave and/or received there was a good, sound, valuable one.

FOOTNOTES

[1]Marjorie Raney, The way it was (Leavenworth, Ks.: American printing inc., 1978), p. 24-25.

[2]Personal communication, Mrs. Isabelle Mickey, Hoxie, Kansas. August 31, 1980.

[3]Personal communication, Mr. Fred Cooprider, Lyons, Kansas. October 19, 1980.

[4]Personal communication, Mrs. Rose Watters, Blue Rapids, Kansas. November 21, 1980.

[5]General laws of the state of Kansas . . . (Lawrence, Ks.: Kansas state journal press print., 1861), p. 266.

[6]Columbian history of education in Kansas . . . (Topeka, Ks.: State printer, 1893), p. 158.

[7]Helen Peterson-Wood, "Uncle Johnnie, Honey Creek correspondent, 1895-1903", Kansas history: a journal of the central plains, 3 (Summer 1980), 113.

[9]Session laws of 1885 . . . (Topeka, Ks.: Kansas publishing house, 1885), p. 273.

[10]Peterson-Wood, p. 117.

[11]Ibid., p. 118.

[12]Ibid., p. 119.

[13]Personal communication, Mr. Fred Cooprider, Lyons, Kansas. October 19, 1980.

[14]Personal communication, Mrs. Irene Ellenbecker, Marysville, Kansas. November 20, 1920.

[15]Personal communication, Mr. Warner Johnson, Hoxie, Kansas. October 12, 1980.

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SUGGESTED DAILY PROGRAM FOR AN EIGHT-GRADE ONE-TEACHER KANSAS RURAL SCHOOL

Time	Subject	Grades	Days
9:00-9:15	Opening Period:		
	Music	All grades	M-T.
	Health and other Activities	All grades	W-Th-F
9:15-9:35	Social Studies	1	M-W-F
9:35-9:50	Social Studies	2	T-Th
9:50-10:10	Social Studies	3 and 4	M-W.F
10:10-10:30	Social Studies	5 and 6	M-W-F
9:50-10:30	Social Studies	7 and 8	T-Th
10:30-10:45	Recess* Supervised Play		
10:45-11:00	Reading	1	M-T-W-Th-F
11:00-11:15	Reading	2	M-T-W-Th-F
11:15-11:40	Reading	3 and 4	M-T-W-Th-F
11:40-12:00	Reading	5 and 6	M-W-F
11:40-12:00	Reading	7 and 8	T-Th
12:00-1:00	Noon (Supervised lunch 20 minutes). (Supervised play 40 minutes).		
1:00-1:10	Spelling	1 and 2	M-W-F
1:10-1:25	Spelling	3-8	M-W-F
1:00-1:10	Writing	1 and 2	T-Th
1:10-1:25	Writing	3-8	T-Th
1:25-1:35	Numbers	1 and 2	M-T-W-Th-F
1:35-1:55	Arithmetic	3 and 4	M-W-F
1:55-2:15	Arithmetic	5 and 6	M-W-F
1:35-2:15	Arithmetic	7 and 8	T-Th
2:15-2:30	Reading Skills	1 and 2	M-W-F
2:15-2:30	Reading Skills	3 and 4	T-Th
2:15-2:30	Silent Reading	5, 6, and 7	M-T-W-T-F
2:15-2:30	Agriculture (Study Period)	8	Th-F
2:15-2:30	Silent Reading	8	M-T-W
2:30-2:45	Recess	All grades	
2:45-3:00	Oral Expression	1 and 2	M-W
2:45-3:00	Dramatic Play and Health Games	1 and 2	T-Th
2:45-3:00	Literature	1 and 2	F
3:00-3:20	Language (oral and written)	3 and 4	M-T-W-Th
3:00-3:20	Literature	3 and 4	F
3:20-3:40	Language (oral)	5 and 6	M-W
3:20-3:40	Language (written)	5 and 6	T-Th
3:20-3:40	Language and Grammar (oral)	7 and 8	T-Th
3:20-3:40	Language and Grammar (written)	7 and 8	M-W
3:20-3:40	Literature	5,6,7, and 8	F
3:40-4:00	Health*	5,6, and 7	M-W
3:40-4:00	Industrial and Educational Art	All grades	T-Th
3:40-4:00	Free Activity Period	1-7 inclusive	F
3:40-4:00	Agriculture	3	F
	Send them home happy.		

*Health work scheduled for 3:40-4:00 p.m. daily should include that phase of health not taught in connection with the Social Studies Units. Basic texts--Health Habits I and II. Teacher should adjust combination of grades to meet needs of pupils. Health outline for grades 1-4 suggested in the 1934 Social Studies Unit Program; also regular health program for all grades found in the State Course of Study, 1932.

Two special units directly related to health, entitled "A Study of Alcohol and Narcotics" and "A Study of Pictorial Discussion," are included for grades seven and eight to be studied during the latter part of the school year.

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TESTS FOR THE FIFTH GRADE

.....BASED ON.....

Smith's Human Geography, Book I

.....and.....

The Kansas Course of Study

.....By.....

GARNET HILL

Teacher of Normal Training, Marysville, Kansas, High School

THE RECORDER PUBLISHING COMPANY

WESTMORELAND, . . . KANSAS

1930

87

TO THE PUPIL:

Often-times a pupil says: "I know that lesson," or "I wonder if I know this month's work." This test booklet is to help the pupil answer these questions. No student is expected to get them all right, but every pupil should get some.

When a pupil misses one, he should look that question up in the text-book, and a good plan is to write it out in sentence form on the opposite side of the test.

Each test contains 36 parts. Thus a pupil can try to beat his previous scores, measuring his own progress in the light of his own ability.

The student can place his score here and note his progress.

	SCORE			SCORE	
September			February		
October			March		
November			April		
December			Facts		
January			Reasoning		

During the year 1930-31, these tests were given in the Marysville City Schools to approximately 70 children in each grade. The table below gives the high, low and medium scores for each grade. While these were not given to a large number, these medium scores may assist the pupil in determining what he is accomplishing:

	MEDIUM	LOW	HIGH
September	22.06	17	31
October	24.8	8	34
November	24.	6	34
December	20.5	1	35
January	28.4	10	36
February	24.5	10	32
March	23.38	13	29
April	22.	15	33
Facts	20.5	2	34
Reasoning	18.6	9	27

FIFTH GRADE—SEPTEMBER
(Pages 172-191)

Name: _____ Time: _____ 25 Minutes

My Score: _____ Perfect Score: _____ 36

PART I

Below are statements of fact, with several possible answers. Write the number of the correct answer that is in front of the correct answer, on the margin in the space provided.

EXAMPLE:

___b___ Oranges grow on (a) bushes, (b) trees, (c) underground, (d) on vines.

_____ 1.—The Philippines Islands belong to (a) England, (b) France, (c) U. S., (d) China.
_____ 2.—The dried cocoanut meat is called (a) copra, (b) cocoanut, (c) Manilla, (d) Luzon.
_____ 3.—The natives of the Philippine Islands speak (a) English, (b) French, (c) Spanish, (d) Chinese.
_____ 4.—Hemp is used in making (a) rope, (b) baskets, (c) boats, (d) houses.
_____ 5.—Melted rock from a volcano is called (a) ash, (b) lava, (c) has no name, (d) dirt.
_____ 6.—The rulers of Java are (a) English, (b) Dutch, (c) American, (d) Chinese.
_____ 7.—The U. S. bought the Virgin Islands from (a) England, (b) France, (c) Holland, (d) Denmark.
_____ 8.—Sisal is (a) country, (b) town, (c) plant, (d) animal.
_____ 9.—Mexico has (a) more people, (b) about the same number, (c) seven times as many, (d) one-seventh as many as the United States.
_____10.—The capital of Mexico is (a) Mexico City, (b) Vera Cruz, (c) Tampico, (d) Monterey.
_____11.—Cuba is (a) independent, (b) belongs to U. S., (c) belongs to Mexico, (d) belongs to England.
_____12.—Asphalt is used (a) to make rope, (b) to pave streets, (c) for fuel, (d) for fertilizer.
_____13.—Sponges are found (a) on trees in the forest, (b) in mines, (c) on a desert, (d) in the ocean.
_____14.—Jamica is (a) town in Mexico, (b) town in U. S., (c) an island, (d) a kind of fruit.
_____15.—Luzon is an (a) island, (b) city, (c) plant, (d) animal.
_____16.—Tampico is in (a) the United States, (b) Mexico, (c) Philippines, (d) Jamica.

PART II

Below are given some statements. Some are true, others are false. If true, mark with a capital C in the space provided; if false, write in a capital F:

EXAMPLES:

___F___ Wool comes from cattle.
___C___ Wool comes from sheep.

_____ 1.—Mexicans speak the Spanish language.
_____ 2.—Mexico has a good government.
_____ 3.—Sugar cane is grown in Cuba.
_____ 4.—Mexicans buy their machinery from the United States.
_____ 5.—Sisal is used by the Mexicans to eat.
_____ 6.—Cocoanuts grow on trees.
_____ 7.—Manila paper is made from wood.
_____ 8.—Most of the sugar used by us, grown outside of the U. S., is refined into sugar where it grows.
_____ 9.—New York harbor is so deep that it never has to be dredged.
_____10.—Guam is used principally as a coaling station.
_____11.—The Samoan Islands belong to the United States.
_____12.—Sugar cane must be planted each year.
_____13.—People in the Philippines work the water buffalo.
_____14.—Java belongs to Holland.
_____15.—Mexico has much coal.

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FIFTH GRADE—OCTOBER
(Pages 192-218)

Name: _____ Time: _____ 25 Minutes

My Score: _____ Perfect Score: _____ 36

PART I

Below are given some statements. Some are true, others are false. If true, mark with a capital C in the space provided; if false, write a capital F:

EXAMPLES:

___F___ Wool comes from cattle.
___C___ Wool comes from sheep.

_____ 1.—The United States is larger than Brazil.
_____ 2.—Nitrates are used in making explosives.
_____ 3.—The city of Quito (on the equator) is cool.
_____ 4.—Chili is larger than California.
_____ 5.—Much of South America is a region without frost.
_____ 6.—The Amazon is the largest river in amount of water, in the world.
_____ 7.—There is plenty of rainfall in all parts of Chile.
_____ 8.—Most of the people of Peru and Bolivia are Spaniards.

PART II

Below is a map of South America. In the paces below write the name of the places where the corresponding number is found on the map.

COUNTRIES

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____
11._____
12._____
13._____

CITIES

14._____
15._____
16._____
17._____
18._____
19._____
20._____
21._____
22._____

RIVERS

23._____
24._____

EXPORTS

25._____

FIFTH GRADE—NOVEMBER
(Pages 219-242)

Name: _____ Time: _____25 Minutes

My Score: _____ Perfect Score: _____36

Below appears a group of facts. In the parenthesis have been placed words that you are to choose as you read along. Cross out all other words than the one you want to be used.

Europe has (1) (more, less) countries than South and North America combined. Glasgow is on the (2) (Thames, Clyde river where (3) (ship yards, glass factories) are located. The name often applied to Ireland, Wales, Scotland and England is (4) (England, Great Britain). These islands are (5) (smaller, larger, about the same size as) California. The country has a (6) (poor, good) climate. Most of the land in Scotland and Wales is (7) (hilly, good farm land, frozen). At (8) (London, Birmingham) iron is found. England has (9) (gold, iron, silver) mines near to (10) (coal, oil, copper). The Scotch wear (11) (plaid, stripes, black). The chief cities of Ireland are (12 and 13) (London, Dublin, Glasgow, Belfast, Birmingham).

England has a (14) (king, president, emperor) for a ruler. The text says that they play football all year in England. This statement suggests the climate of (15) (Kansas, Oregon, Kentucky). The farmers of France live in (16) (villages, large towns, on their farms). They raise many (17) (turnips, sugar beets, tulip bulbs) on French farms. The French people raise (18) (turkeys, hogs, rabbits) to eat and sell. Most of the French people are (19) (factory workers, farmers). Their government is (20) (monarchy, republic) and the ruler is a (21) (president, king, emperor). (22) (Silk, Cotton) is produced in the Rhone Valley. France has four ports: (23) (Brest, Paris) is nearest America; (24) (Havre, Brest) is the port for Paris; (25) (Havre, Bordeaux, Marseilles) is the wine port and (26) (Havre, Brest, Marseilles, Bordeaux) is the port of the Mediterranean.

The people of Belgium often make (27) (furniture, lace) by hand. The big port of Belgium is (28) (Antwerp, Scheldt, Brussels). The windmills of Holland pump water to (29) (water stock, drain the land). The chief sport in winter is (30) (rowing, horse-back riding, skating). Amsterdam is noted as (31) (wool, diamond, cheese) market.

The northern part of Germany is a (32) (plain, hilly) country. Central Germany is (33) (below sea level, low, mountainous, very smooth) country. The capital of Germany is (34) (Munich, Berlin, Cologne). Germany has (35) (enough, not enough) coal for her own use. Hamburg is on the (36) (Elbe, Rhine) River.

FIFTH GRADE—DECEMBER

(Pages 242-263)

Name: _____ Time: _____25 Minutes

My Score: _____ Perfect Score: _____36

Below are given some statements, but some word has been omitted. Write the proper word in the blank provided:

Norway, Sweden, and Denmark are sometimes called (1) countries. 1._____

The capital of Sweden is (2), Denmark (3), Norway (4). 2._____ 3._____ 4._____

The winds come from the (5) Stream which flows out of the Florida Strait and makes Norway warmer than Greenland. 5._____

The deep bays of Norway are called (6). 6._____

One-fifth of all the men in Norway are (7), sailors, farmers, watch-makers. (Choose the right word). 7._____

Norway and Sweden have no coal, but plenty of (8) to run machinery. 8._____

A district in northern part of Sweden and Finland is called (9), and is much like the Eskimo land of North America 9._____

They are much better off than Eskimos, because they have domesticated the (10). 10._____

To the east of Sweden and across the Gulf of Botania is a country called (11). 11._____

The chief milk animals of Switzerland are (12) and (13). 12._____ 13._____

The Swiss have a call which is called (14), which carries long distances. 14._____

The capital of Switzerland is (15). 15._____

The "white coal of Switzerland" is (16). 16._____

The capital of the League of Nations is (17). 17._____

The Alps that are in Western Austria are called the (18). 18._____

The (19) river flows through Eastern Austria. 19._____

The Italians, who live in the mountains, grow (20), a good nut to eat. 20._____

The largest city in Italy is (21). 21._____

Near is the volcano (22). 22._____

This volcano buried a city (23), and now we can visit this ancient city. 23._____

A field of grapes is called a (24). 24._____

The capital of Italy is (25). 25._____

The city which Columbus was born in is (26). 26._____

The best land of Italy is the (27) plains. 27._____

(28) oil is used instead of butter or lard by the Italians. 28._____

Italy has two minerals, (29) and (30). 29._____ 30._____

Canals are used instead of streets in (31). 31._____

One of the chief exports of Spain is (32), which comes from the bark of trees. 32._____

The capital of Spain is (33). 33._____

BEST COPY AVAILABLE

FIFTH GRADE—JANUARY
(Pages 264-279).

Name: _____ Time: _____25 Minutes

My Score: _____ Perfect Score: _____36

Below is a map of Europe. In the spaces below, write the names of the places where the corresponding number is found on the map:

PART I

CITIES

1._____
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

RIVERS

11._____
12._____

PART II

Below are given some statements with several possible answers. Place the number that is in front of the correct item in the space provided at the left margin:

_____ 1.—The people of the Balkan states live in a (a) good river valley, (b) mountainous, (c) low hilly, (d) desert country.
_____ 2. The people are (a) well educated, (b) poorly educated.
_____ 3. The people do not trade much, because (a) they have poor roads, due to rough country, (b) want nothing from others, (c) are bashful.
_____ 4. The chief industry is (a) sheep raising, (b) corn, (c) raising oranges, (d) knitting.
_____ 5. The Greeks mingled with other people more than the Balkans, because (a) they were less bashful, (b) had an irregular coast line, (c) had a curiosity about others, (d) loved to travel.
_____ 6. Poland is (a) republic, (b) monarchy.
_____ 7. The largest country in Europe is (a) Germany, (b) France, (c) Russia, (d) England.
_____ 8. Russia's chief mineral is (a) oil, (b) iron, (c) coal, (d) silver.
_____ 9. Poland's climate is much like (a) Oregon, (b) Kansas, (c) Florida, (d) Alberta, Canada.
_____10. The name of the tunnel connecting Switzerland and Italy is (a) Simplon, (b) Italian, (c) Genoa, (d) Berne.
_____11. Albania is on the (a) Adriatic Sea, (b) Aegean Sea, (c) North Sea, (d) Baltic Sea.
_____12. The capital of Poland is (a) Moscow, (b) Belgrade, (c) Warsaw, (d) Vienna.

PART III

Below are given some statements. Some are true, others are false. If true, write a capital C in the space provided; if false write a capital F.

_____ 1. There are many negroes in Europe.

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FIFTH GRADE—FEBRUARY

(Pages 280-304)

Name: _____ Time: _____25 Minutes

My Score: _____ Perfect Score: _____36

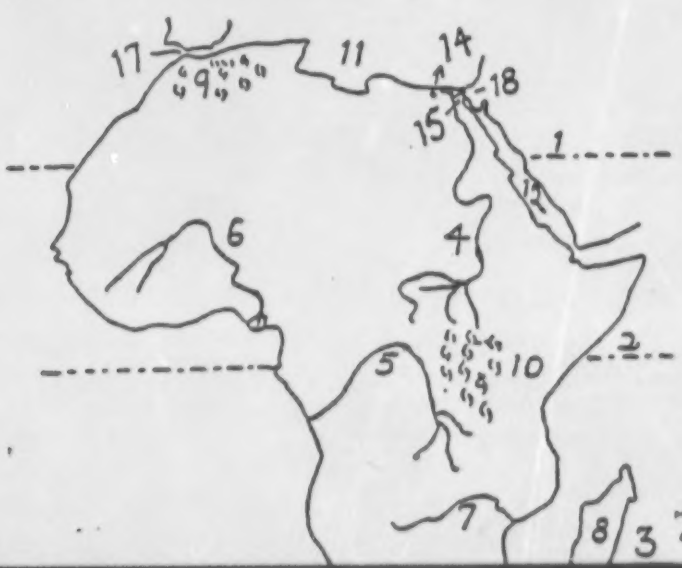
PART I

Below are given some statements. Some are true, others are false. If true, mark with a capital C in the space provided; if false write a capital F:

_____ 1.—The highest mountains of Africa are along the eastern coast.
_____ 2.—The rivers of Africa are nearly all navigable.
_____ 3.—The Spanish people were the first to settle in southern Africa.
_____ 4.—The bible of the Mohammedans is the Koran.
_____ 5.—The pyramids are in Algiers.
_____ 6.—Egypt is the largest oasis in the world.
_____ 7.—The Sudan is the grass belt.
_____ 8.—At Kimberley are rich gold mines.
_____ 9.—Madagascar belongs to France.
_____10.—Our basket material, raffia, comes from Madagascar
_____11.—Raffia is a variety of grass.
_____12.—The Nile Valley cannot be irrigated.
_____13.—The Nile has a large delta.
_____14.—Only the southern part of Africa is very well suited to the white man.
_____15.—All of Africa can be easily made to produce good crops.
_____16.—Africa is smaller than South America.
_____17.—The warmest part of Africa is the southern part.
_____18.—Corn ripens in October in Africa, as it does in the United States.

PART II

Below is a map of Africa. In the spaces write the name of the places where the corresponding number is found on the map:



BOUNDARIES OF ZONES

1._____
2._____
3._____

RIVERS

4._____
5._____
6._____
7._____

ISLAND

8._____

MOUNTAINS

SEAS

11._____
12._____

CITIES

13._____
14._____
15._____
16._____

STRAIT

17._____

ISTHMUS

18._____

(Pages 000-000)

Name: _____ Time: _____ 25 Minutes

My Score: _____ Perfect Score: _____ 36

PART I

Below are given some statements. Some are true, others are false. If true, write a capital C in the space provided; if false write a capital F.

_____ 1.—There are over a thousand islands in Japanese Group.
_____ 2.—There is a railroad across Siberia.
_____ 3.—Shanghai is in Japan.
_____ 4.—The water of the Aral Sea is salt.
_____ 5.—We cannot grow tea in the United States.
_____ 6.—China has more people than North and South America combined.
_____ 7.—The Chinese Republic is about the size of the United States.
_____ 8.—We do not produce much silk in the U. S. because we cannot grow mulberry trees.
_____ 9.—The Japanese read more newspapers than the Americans.
_____ 10.—The Japanese make many things by hand.
_____ 11.—Shanghai is a seaport.
_____ 12.—Japan has much oil.
_____ 13.—Most of Japan can be cultivated.
_____ 14.—The Japanese Islands are about half as large as the U. S
_____ 15.—The Chinese study the writings of Confucius.
_____ 16.—China has a king to rule them.
_____ 17.—Siberia has no forest because it is too cold.
_____ 18.—Aral is the name of a river in Asia.
_____ 19.—A Mohammedan church is called a 'mosque."
_____ 20.—The railroad across Russia and Siberia is about as long as from Denver to New York.
_____ 21.—China has iron and coal and may sometime, be a great manufacturing nation.

PART II

Below are given some statements but some word has been omitted. Write the proper word in the blank provided:

Silk is produced in the countries of (1), (2) and (3). 1._____ 2._____ 3._____

The largest island of the Japanese group is (4). 4._____

Korea is ruled by (5). 5._____

Two principal field crops of China are (6) and (7). 6._____ 7._____

Russia in Asia is called (8). 8._____

A region freezing in the winter and thawing in the summer is a (9). 9._____

The capital of China is (10). 10._____

Two cities of Japan are (11) and 12). 11._____ 12._____

Two seaports of China are (13) and (14). 13._____ 14._____

BEST COPY AVAILABLE

(Pages 326-354).

Name: _____ Time: _____ 25 Minutes

My Score: _____ Perfect Score: _____36

Below are given some statements. Some are true, others are false. If true mark with a capital C in the space provided; if false write a capital F.

_____ 1.—Southwestern Asia is densely populated.
_____ 2.—The Babylonians wrote on paper.
_____ 3.—The water of the Dead Sea is fresh.
_____ 4.—The Tigris River is in Asia.
_____ 5.—Arabia has enough rainfall to grow good crops.
_____ 6.—The Red and Mediterranean Seas have been connected by a canal.
_____ 7.—The country of Afghanistan is very progressive.
_____ 8.—Ceylon is an island.
_____ 9.—In India the elephant is trained to work.
_____10.—The heavy rains of India come in the winter.
_____11.—India belongs to France.
_____12.—Jute is used to make gunny-sacks.
_____13.—Jute is a tree.
_____14.—In the Himalaya Mountains, yaks take the place of cattle and horses.
_____15.—Teak is a wood used in making ships.
_____16.—Singapore is on the end of the Malay peninsula.
_____17.—Java has few people.
_____18.—Quinine comes from Java.
_____19.—Australia is a great deal larger than the United States.
_____20.—The Northwestern part of Australia is best suited to settlement.
_____21.—The kangaroo is the largst animal in Australia.
_____22.—Most of the people of Australia speak Spanish.
_____23.—Australia raises fewer sheep than the United States.
_____24.—Rabbits are a pest in Australia.
_____25.—Adelaide is the largest city in Australia.
_____26.—The climate of New Zealand is dry like New Mexico.
_____27.—Atolls are ring-like coral made islands.
_____28.—Gold is exported from Australia.
_____29.—The new capital of Australia is Sydney.
_____30.—Women cannot vote in Australia.
_____31.—The Great Dividing Range is in Northwestern Australia.
_____32.—Australian wool is the finest in the world.
_____33.—New Zealand is southwest of Australia.
_____34.—India never has any droughts because the monsoon always brings rain.
_____35.—Jerusalem is in Asia.

Name: _____ Time: _____ 25 Minutes

My Score: _____ Perfect score: _____ 36

PART I

Place a capital C before each conclusion that is true, and a capital F before each conclusion that is false.

EXAMPLE:

___F___ Mexico has many natural resources. Therefore, Mexico is a great manufacturing country.

_____ 1.—England has a good climate. Therefore, it leads in agriculture.

_____ 2.—The northern part of Chile is a desert. Therefore, no one lives there.

_____ 3.—Brazil is larger than the United States. Therefore, it has more people.

_____ 4.—Japan has a large population and a small territory. Therefore, hand labor is cheap.

_____ 5.—China has coal and iron. Therefore, China is a great manufacturing center.

_____ 6.—Chinese people worship their ancestors. Therefore, it has progressed less than other countries.

_____ 7.—The rivers of Africa are large. Therefore, they aid in commerce in the interior.

_____ 8.—Spain is too dry for corn. Therefore, pigs are fattened on acorns.

_____ 9.—The farms of Belgium are small. Therefore, people cultivate them carefully.

_____ 10.—Poland has a climate much like Kansas. Therefore, much farming is carried on.

_____ 11.—Arabia is a desert. Therefore, the people follow their herds.

_____ 12.—On the island of Sicily is a volcano called Mt. Etna. Therefore, no one lives on this island.

_____ 13.—California has a warm dry climate but can secure water by irrigation. Therefore, fruit raising is a good business.

_____ 14.—The Caspian Sea is below sea level. Therefore, its waters are salt.

_____ 15.—The coast line of Norway is much indented. Therefore, shipping and fishing are practical.

_____ 16.—The Nile runs through a desert. Therefore, the Nile has little value.

_____ 17.—Ireland has a cool, damp climate. Therefore, they grow oats, and potatoes, and raise cows and pigs.

_____ 18.—The automobile has made us need much rubber. Therefore, we cultivate rubber trees on plantations.

PART II

Below are given some statements but one word has been omitted. Write the proper word in the blank provided.

Silk worms can be grown in the U. S., but wages are so much (1) that it does not (2) us to grow silk. 1._____ 2._____

The Balkan countries are poor because the land is (3) and only a small amount of grain can be grown. 3._____

Southern France grows many grapes and (4) is the chief export. 4._____

Switzerland has no coal and iron so her people make small things worth a great deal of money as (5). 5._____

The mountains of Europe are so placed and the coast line so irregular that there are no (6) in Europe. 6._____

The French people are very artistic, and lead in the manufacture of (7). 7._____

On the (8) side of the Andes is a region like New Mexico. 8._____

Quito, although on the equator, is cool because it is so (9). 9._____

England (10) manufactured articles and (11) food material. 10._____ 11._____

The Gulf Stream comes along the coast of Norway making it (12). 12._____

Australia produces the finest (13) in the world and some are even being used in American clothing 13._____

Across the Baltic from Sweden is Lapland, a region much like the (14) Land of North America. The Laplanders are much better off however, because the have domesticated the (15). 14._____ 15._____

Porto Rico produces much (16), much of which is refined in the United States. 16._____

The climate of Hawaii is much alike the year around because it is surrounded by the (17). 17._____

BEST COPY AVAILABLE

Name: _____ Time: _____ 25 Minutes

My Score: _____ Perfect Score: _____36

PART I

From the list on the right pick the word that must be used to begin the sentence on the left side. Write the word in the blank.

_____ is the great coffee shipping city.
_____ is the name for the Japanese emperor.
_____ are found in Northern Chile.
_____ is a most mountainous country in Europe.
_____ is a seaport of Australia.
_____ is a canal connecting the Mediterranean and Red Seas.
_____ is a city in Italy.
_____ is the largest island of the Philippine group.
_____ are islands in the Pacific Ocean belonging to the United States.
_____ is a great diamond center.
_____ comes from the cocoa bean.
_____ is the capital of China.
_____ are two islands east of Australia.
_____ is a great city in Northern Africa.
_____ is the largest river (amount of water) in the world.
_____ is a river in India.
_____ is the capital of France.
_____ has canals for streets.
_____ is a city in Japan.
_____ is the capital of Argentine.

Ganges
Suez
Hawaiian
Kimberly
Tokyo
Santos
Cairo
chocolate
Peking
Mikado
Paris
Venice
Luzon
Nitrates
Buenos Aires
Sydney
New Zealand
Switzerland
Amazon
Rome

PART II

Below are given some statements, but one word has been omitted. Write the proper word in the blank provided.

The river between the U. S. and Mexico is (1). 1._____
The desert in northern Africa is the (2). 2._____
The British Isle includes England, Wales, (3) and (4). 3._____ 4._____
The capital of Mexico is (5). 5._____
The country that produces the most coffee is (6). 6._____
(7) was a Scotch missionary who explored Africa and died there. 7._____
The city at the end of the Malay peninsula is (8) 8._____
Japan produces over 80 per cent of the world's supply of (9). 9._____
Sweden and (10) form the Scandinavian peninsula. 10._____
Antwerp is the largest city in (11). 11._____
(12) is a volcano near Naples in Italy. 12._____
The largest country of Europe is (13). 13._____
(14) is the largest country of South America. 14._____
A country much like Kansas in South America is (15). 15._____

Questions for Examination of Applicants for Common-school Diplomas.

1901 Jan 1:139

KANSAS STATE HISTORICAL SOCIETY. 40101.

RULES FOR EXAMINATION FOR COUNTY DIPLOMAS.

Questions must be used only on dates given. The same care should be exercised as with questions for applicants for teachers' certificates.

Examination for rural schools will be held as follows:

In orthography, reading, geography, writing, and physiology, Saturday, March 16; and in arithmetic, grammar, civil government, and history, Saturday, March 30.

Pupils may take the two examinations in the same year, or in two consecutive years, retaining all grades made in the first year equal to or above the required average per cent. Pupils, for graduation, shall make a standing on subjects in which they are examined of not less than sixty per cent., and all grades of eighty per cent. or more may be credited for second year's examination.

Pupils may be admitted to the first year's examination upon the completion of the seventh year's work, as outlined in the course of study, and to the second year's examination upon the completion of the eighth year's work. The required general average is eighty per cent.

FRANK NELSON,
State Supt. Public Instruction.

MARCH 16, 1901.

ORTHOGRAPHY.
(Nelson.)

1. Define prefix; suffix. Illustrate each by use in a word.
2. In spelling *forcible* and *peaceable*, why is the "e" retained in the latter and not in the former?
3. Give the rule for adding syllables to words ending in "y."
4. Define etymology.
5. When is one letter substituted for another?
6. Write two words containing a substitute *for* long "a."
7. Define primitive word, derivative word, compound word.
8. When are "w" and "y" vowels and when are they consonants?
9. Mark diacritically the following words: Malcontents, extraordinary, rancor, chastisement, discourse.
10. Spell the following words correctly:

(Note. The list is to be determined before questions are distributed, and, when all are ready, pronounced by the examiner.)

despicable.	machine.	epitome.	permeate.
neither.	fiasco.	hygiene.	federal.
reflex.	dynamite.	referee.	discard.
demonstrate.	obligatory.	chyle.	depot.
advertisement.	discern.	occipital.	apricot.

READING.
(Nelson.)

1. Define reading.
2. What is pitch, inflection, emphasis, accent?
3. Why is it important to read with expression?
4. What attention should be given to punctuation marks?
5. Define oratorical powers.
6. Explain monotone, diacritical marks, stress, and force.
7. Why is it important to understand the meaning of words in reading?
8. Name two good books that you have read during the past year.

9 and 10. Read a selection for the examiner.

PENMANSHIP.
(Stout.)

1. The candidates will take position ready for writing, paper in position and pens in hand, and while in this position the conductor of the examination will grade the pupils on position alone, ten being perfect.
2. Write the following as a specimen of your penmanship:

"What does he plant who plants a tree?
He plants and shade and tender rain,
And seed and bud of days to be,
And years that fade and flush again;

MARCH 30, 1901.

ARITHMETIC.
(Stout.)

(Solve any ten questions.)

1. (*a*) Reduce $\frac{\frac{3}{4} - \frac{2}{3}}{6}$ to a simple fraction. (*b*) What will be the cost of 5½ tons of hay at $10½ per ton?
2. A wishes to borrow $1200 from a bank for 3 mo.; for what must he give his note, discounted at 6 per cent.?
3. The longitude of New York is 74° 0′ 3″ W., and of Rome 12° 27′ 14″ E.; what is the difference of time?
4. What will it cost to plaster a room 22 ft. long, 15 feet wide, 10 ft. 6 in. high, at 45 cents per square yard, allowing 120 square feet for doors and windows?
5. (*a*) Find the square root of 217,729. (*b*) Find the cube root of 43,614,208.
6. Find the interest of a note for $900 for 2 years, 3 mos., 15 days, at 8 per cent.
7. A bin 12 ft. long, 6 ft. 6 in. wide and 8 ft. 4 in. high is full of wheat. How much wheat is the bin, if 1¼ cu. ft. make a bushel?
8. (*a*) Multiply .0216 by .0012. (*b*) Multiply 5 hundredths by 7 thousandths and add 7 tenths to the product.
9. A grain dealer bought a quantity of flour and sold 20 per cent. of it to Mr. Martin and 62½ per cent. of the remainder to Mr. Mason; if he sold Mr. Mason 350 barrels, how much did he buy?
10. John received ⅞ of his father's estate, and James received ⅛ of it. John's portion was $720 more than James's portion. What was the value of the estate? How many dollars did each receive?
11. Multiply ⅞ by ⅛ and divide the result by the product of ⅞ × ⅛.
12. If I gain 15 per cent. by selling a carriage for $184, what would I have lost by selling it for $150?

GRAMMAR.
(Little.)

1. Name and define the different parts of speech.
2. Parse the italicized words in the following sentences:
   (*a*) I saw the boys *running*.
   (*b*) The fog came *pouring in*.
   (*c*) He drives *like* his father.
   (*d*) Sunshine and rain make the grass *grow*.
3. Analyze: (*a*) He seemed out of humor; (*b*) I found him a gentleman.
4. Define coordinate conjunctive, subordinate conjunctive, and conjunctive adverb, and use in their order examples.
5. Write a sentence containing (*a*) a noun in apposition; (*b*) a noun in the nominative absolute.
6. Correct the following, and give reasons:
   (*a*) In about April the farmer puts in his seed.
   (*b*) Neither the horse nor the wagon are worth much.
   (*c*) We hoped to have seen you before.
7. Write a sentence containing a participle (*a*) as an adjective, (*b*) as a noun, (*c*) as an adverb.
8. Parse the infinitives and participles in the following:
   (*a*) Study to improve the mind and increase your knowledge.
   (*b*) I saw the boy running to catch the train.
9. Form the possessive, both singular and plural, of princess, sheep, brother-in-law, lady, Smith.
10. Give the past tense and past participle of each of the following: Drink, build, eat, saw, sew, bid, dig, fight, teach, learn.

BEST COPY AVAILABLE

PENMANSIHP.

(Stout.)

1. The candidates will take position ready for writing, paper in position and pens in hand, and while in this position the conductor of the examination will grade the pupils on position alone, ten being perfect.
2. Write the following as a specimen of your penmanship:

"What does he plant who plants a tree?
He plants cool shade and tender rain,
And seed and bud of days to be,
And years that fade and flush again;
He plants the glory of the plain;
He plants the forest heritage:
The harvest of a coming age:
The joys that unborn eyes shall see—
These things he plants who plants a tree."

GEOGRAPHY.

(Nelson.)

1. What is a mountain, valley, plain, rivulet?
2. Name and locate four important rivers of Europe.
3. Tell what causes the difference between summer and winter.
4. (*a*) Mention six of the important products of the United States, (*b*) of Europe.
5. Name and locate all the zones.
6. Name and locate five large seas of the world.
7. Explain equator, altitude, climate, continent.
8. Name three rivers and six large cities of Kansas.
9. Name three important countries of South America and give capital of each.
10. Explain and locate the following: Cuba, St. Petersburg, Manila, Ceylon, Iceland, Albany, Vancouver, Amazon, Berlin, Ganges.

PHYSIOLOGY.

(Stout.)

1. Give the process of digestion in full.
2. What is a gland? Name three and state their uses.
3. State some of the effects of the continued use of alcohol upon the nervous system?
4. Write a description of the heart and its action.
5. Define the following terms: (*a*) Coagulation, (*b*) aqueous humor, (*c*) corpuscles, (*d*) respiration, (*e*) tears.
6. Describe the ribs as to (*a*) number, (*b*) arrangement, (*c*) attachment.
7. Name and exactly locate the bones of the head.
8. (*a*) If you know any reasons why alcohol and tobacco should be used, state them. (*b*) If you know any reasons why they should not be used, state them.
9. Describe the brain.
10. How is the blood purified?

6. Correct the following, and give reasons:
   (*a*) In about April the farmer puts in his seed.
   (*b*) Neither the horse nor the wagon are worth much.
   (*c*) We hoped to have seen you before.
7. Write a sentence containing a participle (*a*) as an adjective, (*b*) as a noun, (*c*) as an adverb.
8. Parse the infinitives and participles in the following:
   (*a*) Study to improve the mind and increase your knowledge.
   (*b*) I saw the boy running to catch the train.
9. Form the possessive, both singular and plural, of princess, sheep, brother-in-law, lady, Smith.
10. Give the past tense and past participle of each of the following: Drink, build, eat, saw, sew, bid, dig, fight, teach, learn.

CIVIL GOVERNMENT.

(Little.)

1. State (*a*) upon what the representation in each house of congress is based, and (*b*) the term of office of the members of each house.
2. State three rights assured by the constitution to all persons in this country accused of crime.
3. Who is the present presiding officer in the United States house of representatives; in the United States senate? How is each chosen?
4. To how many representatives in the electoral college is the state of Kansas entitled? How are they chosen?
5. What, in your opinion, is the object of that provision of the constitution which provides that all bills for raising revenue must originate in the house of representatives?
6. State the constitutional qualifications of members of the house of representatives in the United States congress; of the United States Senate.
7. Mention three important powers of the governor of this state.
8. For how long are state senators chosen in Kansas; members of the lower house of the state legislature?
9. Name the county officers of your county and the present incumbent of each office.
10. State the more important duties of two of the officers named in the ninth question.

HISTORY.

(Little.)

1. State the reasons of Columbus for believing the earth to be round and for thinking that India might be reached by sailing westward from Europe.
2. Who were the Norsemen? Marco Polo? What influence did they probably exert upon Columbus and his contemporaries?
3. What is meant by the northwest passage, for which early explorers searched? Why was such a passage so much desired?
4. Tell of the following persons in connection with the exploration and settlement of North America: De Soto, Cartier, Champlain, Cabots, Raleigh.
5. About what time and for what special purpose was each of the following colonies founded: Massachusetts, Pennsylvania, Georgia?
6. State four of the leading causes or events leading up to the American revolution.
7. Describe briefly the operations leading to the evacuation of Boston by the British during that struggle.
8. Name the presidents of the United States, in their order.
9. Write briefly on each of the following topics: Missouri compromise, Dred Scott decision, Kansas-Nebraska act.
10. Name four men who have become prominent in connection with the Spanish-American war and describ briefly the achievement of each.

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STATE OF KANSAS—COUNTY EXAMINATION QUESTIONS.

June 20, 1904.

GEOGRAPHY.

(Shepardson.)

1. In what grade should pupils begin the study of primary geography? Discuss best method of presenting it.
2. Name the leading states in the United States producing the following: Wheat, sugar-cane, cotton, gold, marble.
3. Define meridian, poles, parallels, ecliptic, nadir.
4. Into what body of water does each of the following rivers flow: Nelson, Yukon, Arkansas, James, Columbia, Parana, Volga, Lena, Indus, Murray.
5. Trace the most direct water route from St. Louis to Hamburg.
6. Locate the salt beds of Kansas and discuss their importance.
7. Explain delta formation. Name two.
8. Compare North America with South America as to length, breadth, size, rivers, and mountains.
9. Discuss climate and vegetation of Australia.
10. What and where is Brussels? St. Vincent? Balearic? Dnieper? Ural? Ganges? Sumatra? Tokio? Luzon? Athabaska?

ORTHOGRAPHY AND ORTHOEPY.

(Wilkinson.)

[To begin the examination, give each candidate a piece of blank paper, to be headed in with the written spelling of the twenty-five words here given. The examiner will pronounce each word distinctly once, and will collect the papers before handing out the questions for further work, and without any delay for exchanging papers for correction or anything of that kind. Count off for each word missed two from the fifty on these words and grade each of topics one-fifth on a scale of ten.]

Cabbage, revenue, gigantic, cohesion, raccoon, reconnoiter, diurnal, ridiculous, cerebrum, amethyst, descendant, tactics, spectator, napkin, diversity, retracting, defied, commandere, vulnerable, aquatic, asthma, terminate, immigrate, parasite, gelatine, dominoes, prudence, diaphragm, magnificent, fertile, refraction, fictitious, arrogance, stigmatize, lieutenant, contortionist, decency, geology, suspicion, pulsation, amiable, promissory, meander, diagnosis, cinnamon, hurricane, pageantry, righteous, diacritical, turquoise.

1. Give etymology of misconstrue, deponent, department, pentameter, theology.
2. Give explanation of the following abbreviations: Assn., et al., i. e., Q. E. D., vol.
3. Indicate pronunciation of the following: Naught, orchestra, magna charta, predilection, Roosevelt.
4. Give another word from each of these, differing in pronunciation by only two cognate sounds: Bless, bag, pack, dab, fagged, gored.
5. What classes of words double the final consonant on taking a suffix beginning with a vowel?

KANSAS HISTORY.

(Wilkinson.)

1. Purpose and results of Pike's expedition.
2. Colonization of Kansas before and after the civil war.
3. Causes leading to the Marais des Cygnes massacre.
4. Educational development of Kansas.
5. Discuss the works of three important Kansas authors.

READING.

(Markham.)

1. Define (a) reading, (b) quality, (c) pause.
2. In what ways may emphasis be given?
3. What value should be attached to reading as a branch of study?
4. How teach (a) naturalness, (b) expression?
5. Suggest plans for the improvement of reading in the public schools.
6. Write a sketch, consisting of 100 words, on "Mark Twain," based on material in Vedder's "American Writers of To-day."

June 21, 1904.

ARITHMETIC.

(Dayhoff.)

1. Write in words the following: 1,007,343.02.
2. Reduce to common denominator: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{10}$, $\frac{1}{12}$.
3. Explain the method of pointing the quotient in division of decimals.
4. A barn is 40x60 feet and 20 feet high. Find cost of siding at $22 per M, considering the altitude of the gables 16 feet.
5. Find the G. C. D. of 21, 362, 428.
6. A 3-per-cent. bond was bought at 90; what rate of interest on investment will it yield?
7. A loaned $400 April 1, 1900; interest 8 per cent. He was paid $200 January 2, 1902. Find amount due June 1, 1904.
8. A room is 10x24 feet, 10 feet high. Find cost of hanging the paper at 12 cents a bolt. (Each bolt of paper contains 8 yards, 18 inches wide.)
9. A cylinder has a radius of 8 feet and an altitude of 20 feet. Find its capacity in gallons.
10. Show that $3.1416 \times R^2 = R \times \frac{\text{circumference}}{2}$. (R stands for radius of a circle.)

UNITED STATES HISTORY.

(Strong.)

1. Give an account of the Lewis and Clark expedition.
2. What effect had the invention of the cotton-gin on the United States?
3. What was the purpose of the founding of Pennsylvania?
4. What were writs of assistance?
5. What were the motives of France in giving assistance to the United States during the revolution?
6. Give an account of the locating of the national capital.
7. What were the provisions of the treaty ceding Florida to United States?
8. Enumerate the main points of the compromise of 1850.
9. Give an account of President Hayes's Southern policy.
10. State the causes and results of the interstate-commerce act.

ALGEBRA.

(Cutler.)

1. Show that, when a parenthesis preceded by a minus sign is removed, all the signs of the included terms must be changed. Be explicit.
2. (1) $(x+y+z+v)^2 =$? Give special rule in multiplication applicable.
   (2) $\frac{8a^2-1}{2a-1} =$? Give special rule in division.
3-5. *Factor:* (1) x^4-y^4.
   (2) $x^{10}+y^{10}$.
   (3) $x^2-11x+18$.
   (4) $9x^2+12x+4$.
   (5) $x^4+x^2y^2+y^4$.
   (6) $x^2+ax-bx-ab$.
6. Find H. C. F. of $4x^2+3x-10$ and $4x^3+7x^2-3x-15$.
7. Find L. C. M. of x^2-1; $2x^2-x-1$; $3x^2-x-2$.
8. (1) $\left(1-\frac{b^2}{a^2}\right) \div \left(\frac{x^2+y^2}{xy}\right) =$? (2) $\frac{x^2-1}{x^2-4x-5} \times \frac{x^2-25}{x^2+2x-3} =$?
9. Divide a line 21 inches long into two parts such that the one part shall be 6 inches longer than the other.
10. Two trains traveling, one at 25 miles and the other at 30 miles per hour, start at the same time from two places 220 miles apart and move toward each other. In how many hours will the trains meet?

CONSTITUTION.

(Shepardson.)

1. Explain the duties of a justice of the peace.
2. Who is eligible to vote in Kansas?
3. How does a citizen contribute towards the maintenance of the United States government?
4. How may a foreigner become a citizen of the United States? Explain.
5. Give compensation of members of Congress.
6. Give five prohibitions on Congress.
7. Name the present members of the cabinet.

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of study?

4. How teach (a) naturalness, (b) expression?
5. Suggest plans for the improvement of reading in the public schools.
6. Write a sketch, consisting of 100 words, on "Mark Twain," based on material in Vedder's "American Writers of To-day."

GRAMMAR.

(Markham.)

1. Define grammar. Give its subdivisions and define each.
2. Write a sentence showing a noun used as an adverb modifier.
3, 4. It was impossible for me to advance a step, for the stalks were so interwoven that I could not creep through.
   a. Point out the clauses and show their relation.
5. Define case and discuss the possessive case, with illustrative sentences.
6, 7. I no longer wish to meet a good I do not earn: for example, to find a pot of buried gold.
   a. Give construction of the words *meet*, *earn*, *find*, *good*, *no*.
8. Give a list of relative and interrogative pronouns and give illustrations of each class.
9. Show the change that takes place in the construction of the words of a sentence when the form of the sentence is changed from active voice to passive voice.
10. Explain, by illustration, the parts of speech that have comparison.

PHYSIOLOGY.

(Dayhoff.)

1. Define hygiene and physiology.
2. The function of the skeleton.
3. Influence of alcoholic drinks on the development of the skeleton.
4. The classification and structure of muscles.
5. What digestion takes place in the mouth?
6. Describe the pulmonary circulation.
7. Outline a menu for a dinner which, in your judgment, is hygienic.
8. Enumerate the secretory systems of the body.
9. What constitutes the nervous system? What is its function?
10. Hygiene of the eye.

PHYSICS.

1. When Raleigh weighed smoke by weighing the tobacco used and the ashes left, upon what property of matter did his result depend?
2. Distinguish between force, power, and work.
3. If all the energy of a twenty-pound ball moving with an acceleration of twenty feet per second for a distance of 1200 feet could be used in raising a weight of fifty pounds, to what height would it be raised?
4. A pound of feathers and a pound of lead are weighed on a pair of spring scales; which has the greater mass? Why?
5. Mercury has a density of 13.6. How high could water be lifted in a siphon when the barometer stands at 29.01 inches?
6. Under what conditions will water boil at different temperatures?
7. What effects accompany the flow or may be produced by the flow of a current of electricity in a conductor?
8. When a cell whose internal resistance is 2 ohms each, and whose E.M.F. is 1.2 volts, are connected in series, what current in amperes will flow over a resistance of 3 ohms in the external circuit?
9. Explain the colors of objects.
10. How may the echo of a sound be used in measuring the velocity of sound?

3. How does a citizen contribute towards the maintenance of the United States government?
4. How may a foreigner become a citizen of the United States? Explain.
5. Give compensation of members of Congress.
6. Give five prohibitions on Congress.
7. Name the present members of the cabinet.
8. Of what is the judicial department of the United States composed?
9. Give process of admitting new states into the Union.
10. How may amendments be made to the constitution?

PENMANSHIP.

(Strong.)

1. Compare the advantages of vertical and slant writing.
2. Describe the different movements used in writing classes.
3. Discuss the value of a practice drill before the regular writing lesson.

Grade one-half on the substance and one-half on the penmanship of the answers.

THEORY AND PRACTICE.

(Wilkinson.)

1. Concentration and correlation.
2. Merits and advantages of class instruction.
3. Language training for rural schools.
4. Distinguish theory and practice from related subjects.
5. Points that would be understood without mention in contract and points that should be specified in writing contract. What limit as to relatives of board members?
6. Large classes as contrasted with small.
7. Managing the school recess.
8. Too much talk; thoughtless talk; anxious and impatient talk.
9. County high schools.
10. Reasons for uniform examinations for county certificate.

BOOKKEEPING.

(Culter.)

June 6. I owe as follows, viz.: H. Clay, on account, $500; Wm. Bell & Co., on my note, due 15th to 18th inst., $1200.

June 8. Bought of A. Logan, on account, 150 barrels pork, at $10; 100 barrels flour, at $5; 10 shares Missouri bank stock, at 100.

June 9. Accepted H. Clay's draft on me, at ten days, Atwood & Co.'s favor, for $500.

June 18. Delivered to H. Thompson, for my note now due, Wm. Bell & Co.'s favor, $1200; 100 barrels flour, at $6; two shares Missouri bank stock, at 110; cash, $380.

June 23. Sold Wm. Bell & Co. 30 barrels pork, at $10. Received in payment: Cash, $100; A. Logan's draft on me, at sight, $300; balance on account, $100.

Inventory July 1: Fifty barrels pork, at $10; three shares Missouri bank stock, at 100.

Journalize, post, open loss and gain, and balance accounts; then close ledger.

GENERAL HISTORY.

(Dayhoff.)

1. Give a brief account of the Danish conquest of Britain.
2. The result to England of the Norman conquest.
3. In how many ways may a sovereign obtain the throne of England?
4. The hundred years' war, cause, contestants, and results.
5. The War of the Roses.
6. The English reformation.
7. Mary, queen of Scots.
8. By what right did the Stuarts come to the throne of England?
9. The intercolonial wars. The causes in the old world.
10. The Great Commoner—character and influence.

ENGLISH LITERATURE.

1. Name four good American writers who, early in our history, began to write the American novel.
2. Describe the life of an Acadian maiden, as portrayed in Longfellow's "Evangeline."
3. Give Longfellow's twofold purpose in writing this [illegible]

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PHYSIOLOGY.

(Dayhoff.)

1. Define hygiene and physiology.
2. The function of the skeleton.
3. Influence of alcoholic drinks on the development of the skeleton.
4. The classification and structure of muscles.
5. What digestion takes place in the mouth?
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8. When a cell whose internal resistance is 2 ohms each, and whose E.M.F. is 1.2 volts, are connected in series, what current in amperes will flow over a resistance of 5 ohms in the external circuit?
9. Explain the colors of objects.
10. How may the echo of a sound be used in measuring the velocity of sound?

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1. Name four good American writers who, early in our history, began to write the American novel.
2. Describe the life of an Acadian maiden, as portrayed in Longfellow's "Evangeline."
3. Give Longfellow's twofold purpose in writing this poem. Which, to you, is his finest simile; his best metaphor; his best description of a man?
4. What traits of Evangeline's character are shown in her long journey?
5. Give the legend of the "holy grail."
6. Give a five-line picture of summer in the "Vision of Sir Launfal"; the best lesson the poem teaches. What gives this poem its peculiar charm?
7. Which is the better type of woman, Rebecca or Rowena, and why? Give Ivanhoe's best qualities. Where in the novel do you find them revealed?
8. Which characters in Scott's novel had journeyed by land and sea? Which probably had never been out of England? What language is mother-tongue for Wamba? Which for Gurth?
9. Why do we enjoy "Horatius at the Bridge"?
10. Who are these?
    a. A young man said:

    "To every man upon this earth
    Death cometh soon or late;
    And how can man die better
    Than facing fearful odds,
    For the ashes of his fathers
    And the temples of his gods!"

    b. An old man told the children of

    "How on Christmas eve the oxen talked in the stable,
    And how the fever was cured by a spider shut up in a nutshell,
    And of the marvelous powers of four-leaved clover and horseshoes,
    With whatever else was with in the lore of the village."

    c. Of a woman it is said:

    "The housewife plied her own peculiar work,
    Making the cottage through the silent hours
    Murmur as with the sound of summer flies."

    d. A boy's biography reads:

    "Made orphan by a winter's shipwreck."

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AGRICULTURE

FOR THE

KANSAS COMMON SCHOOLS

COMPILED AND ARRANGED BY

LELAND EVERETT CALL
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AND

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Principal of the School of Agriculture and Associate Professor of Education, Kansas State Agricultural College

KANSAS STATE HISTORICAL SOCIETY

ALFALFA HAY; THE POT OF GOLD HIDDEN IN THE KANSAS FIE

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CHAPTER XIII

HOW PLANTS AND ANIMALS ARE IMPROVED

Wild plants and animals are seldom exactly suitable for man's use, although they are generally well suited to the wild condition. Plants and animals are domesticated in order that man may have a food supply that will be certain and always ready. Most of the domesticated food plants have been in cultivation for thousands of years. Wheat, rice, barley, and sorghum; apples, pears, and peaches; cabbage, turnips, and onions—to name only a few examples—have been in cultivation for at least four thousand years. Food plants have been cultivated longer than forage plants.

Variation. Plants vary under cultivation. Whenever a plant is taken into cultivation it seems to break up into races and varieties. Let us take, as an example, the cabbage and its relatives. We have cabbage itself, in which there is a short stem with a clump of leaves folded into a ball; savoy cabbage, with finely crinkled leaves; cauliflower, in which the plant consists of a short, thickened flower head, resting in a nest of leaves. There is Brussels sprouts, which has a tall stem covered with little cabbage heads borne along its length. There is kohl-rabi, in which the stem becomes a thick, solid ball, like a turnip above the ground. Finally, there is kale, a plant in which the leaves grow up like lettuce, without a visible stem. All these very different kinds of vegetables came originally from the wild cabbage, a plant native to the coast of

Crossing, or hybridization, is, for practical reasons, much more generally followed by plant breeders than by animal breeders, especially because plant hybrids can be propagated by budding, by grafting, by layering, by making cuttings. Animals are improved chiefly by selection of the more desirable individuals for breeding purposes.

QUESTIONS

1. What is variation in plants? Give examples of variation in cabbage and corn.
2. How are plants improved by selection? Give examples.
3. What is the best way of improving corn by selection?
4. How can wheat be improved?
5. What is a plant hybrid, and how is it obtained? What is the use of producing plant hybrids? Give examples of valuable plant hybrids.
6. What was the origin of our domestic cattle? What was the origin of our different breeds of horses?
7. How are pure breeds of stock obtained? Give examples of a pure breed.
8. Show how the pure breed of Jersey cattle has varied since coming to America.

CLASSICS

FOR THE KANSAS SCHOOLS

EIGHTH GRADE

Edited by

A. M. THOROMAN, A. B.,

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KANSAS STATE HISTORICAL SOCIETY

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oath of allegiance to King George. The English regarded this condition as dangerous to them at the beginning of a war which was to determine whether England or France should rule in America. In 1755 the Acadians were given a last opportunity to take an unqualified oath of allegiance to England, and on their refusal to do so, an order was made for the confiscation of their lands and property, and for their removal from their homes. This order was executed in September, 1755, and the Acadians were scattered among the English colonies in America. Notwithstanding the fact that care was taken by the British and Colonial officers to prevent the separation of families, many cases of separation occurred. This poem recites one such separation.

"Evangeline" recounts the life history of Gabriel and Evangeline, two Acadian lovers, who, at the time of the exile, were placed on different ships and taken to different parts of the country. How Evangeline set out to find her lover, and continued the search until she had followed him over half a continent, and how her search was at last rewarded, is a story of the "beauty and strength of a woman's devotion," told by Longfellow in a manner so delightful that it is one of the richest legacies of our literature.

EVANGELINE

PRELUDE.

THIS is the forest primeval.[1] The murmuring pines and the hemlocks,
Bearded with moss, and in garments green, indistinct in the twilight,
Stand like Druids[2] of eld,[3] with voices sad and prophetic,
Stand like harpers hoar,[4] with beards that rest on their bosoms.

1. *The forest primeval.* The forest as it had stood from the first, undisturbed by the hand of man.

2. *Druids.* Priests among the ancient Celtic people of Gaul, Britain and Germany. They lived and worshiped in forests, the oak tree and mistletoe being held sacred by them.

3. *Eld.* Old.

4. *Harpers hoar.* An allusion to the minstrels of medieval times, who were generally old men with long white hair and white beards.

Loud from its rocky caverns, the deep-voiced neighboring ocean
Speaks, and in accents disconsolate answers the wail of the forest.

This is the forest primeval; but where are the hearts that beneath it
Leaped like the roe,[1] when he hears in the woodland the voice of the huntsman?
Where is the thatch-roofed village,[2] the home of Acadian farmers,—
Men whose lives glided on like rivers that water the woodlands,
Darkened by shadows of earth, but reflecting an image of heaven?
Waste are those pleasant farms, and the farmers forever departed!
Scattered like dust and leaves, when the mighty blasts of October
Seize them, and whirl them aloft, and sprinkle them far o'er the ocean.
Naught but tradition remains of the beautiful village of Grand-Pré.[3]

Ye who believe in affection that hopes, and endures, and is patient,
Ye who believe in the beauty and strength of woman's devotion,
List to the mournful tradition, still sung by the pines of the forest;
List to a Tale of Love in Acadie, home of the happy.

1. *Roe.* The roebuck or male deer.
2. *Thatch-roofed village.* A village in which the houses have roofs made of straw, rushes, reeds, or similar material, so arranged as to shed water.
3. *Grand-Pré* (grän-prā'). [French.] Literally, big meadow.

PART THE FIRST

I

In the Acadian land, on the shores of the Basin of Minas,[1]
Distant, secluded, still, the little village of Grand-Pré
Lay in the fruitful valley. Vast meadows stretched to the eastward,
Giving the village its name, and pasture to flocks without number.
Dikes, that the hands of the farmers had raised with labor incessant,
Shut out the turbulent tides;[2] but at stated seasons the flood-gates[3]
Opened, and welcomed the sea to wander at will o'er the meadows.
West and south there were fields of flax, and orchards and cornfields
Spreading afar and unfenced o'er the plain; and away to the northward
Blomidon[4] rose, and the forests old, and aloft on the mountains
Sea-fogs pitched their tents,[5] and mists from the mighty Atlantic

1. *Basin of Minas* (mī'nəs). An eastern extension of the Bay of Fundy.

2. *Turbulent tides.* The tides in the Bay of Fundy often rise to the height of fifty feet.

3. *Flood-gates.* Gates in the dikes for letting the water in or out.

4. *Blomidon* (blōm'ī-dŭn). A rocky cape or headland in the Bay of Fundy at the entrance to the Basin of Minas.

5. *Sea-fogs pitched their tents.* Fogs and mists hang over the ocean about the coast of Nova Scotia as they do about Newfoundland. They are caused by the warm waters of the Gulf Stream meeting the cold currents from the north.

he happy valley, but ne'er from their station
ed.
e midst of its farms, reposed the Acadian

t were the houses, with frames of oak and of
,
peasants of Normandy[1] built in the reign of
nries.[2]
ere the roofs, with dormer-windows;[3] and
projecting
ement below protected and shaded the door-

tranquil evenings of summer, when brightly
et
village street, and gilded the vanes on the
,
d maidens sat in snow-white caps and in

blue and green, with distaffs[5] spinning the

gossiping looms, whose noisy shuttles[6] within

r sounds with the whir of the wheels and the
the maidens.

---

g. A province in northwestern France from which cadians came.

the Henries. Henry II., Henry III., and Henry IV. nce in the latter part of the sixteenth century.

indows. Vertical windows placed in small gables loping roof.

Women's gowns, or dresses; short skirts worn as outer

Staffs for holding bunches of flax, tow, or wool, from spun by the spinning wheel or by hand.

Instruments used in weaving for passing or shoot- hread between the threads running lengthwise.

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Solemnly down the street came the parish priest, and the children
Paused in their play to kiss the hand he extended to bless them.
Reverend walked he among them; and up rose matrons and maidens,
Hailing his slow approach with words of affectionate welcome.
Then came the laborers home from the field, and serenely the sun sank
Down to his rest, and twilight prevailed. Anon from the belfry
Softly the Angelus[1] sounded, and over the roofs of the village
Columns of pale blue smoke, like clouds of incense ascending,
Rose from a hundred hearths, the homes of peace and contentment.
Thus dwelt together in love these simple Acadian farmers,—
Dwelt in the love of God and of man. Alike were they free from
Fear, that reigns with the tyrant, and envy, the vice of republics.
Neither locks had they to their doors, nor bars to their windows;
But their dwellings were open as day and the hearts of the owners;
There the richest was poor, and the poorest lived in abundance.

1. *Angelus.* The bell rung in Roman Catholic countries at morning, noon and night to call the people to prayer in commemoration of the visit of the "Angel" of God to the Virgin Mary is called the Angelus. The term Angelus is also applied to the prayer.

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Somewhat apart from the village, and nearer the Basin of Minas,
Benedict Bellefontaine,[1] the wealthiest farmer of Grand-Pré,
Dwelt on his goodly acres; and with him, directing his household,
Gentle Evangeline lived, his child and the pride of the village.
Stalworth[2] and stately in form was the man of seventy winters;
Hearty and hale was he, an oak that is covered with snow-flakes;
White as the snow were his locks, and his cheeks as brown as the oak-leaves.
Fair was she to behold, that maiden of seventeen summers.
Black were her eyes as the berry that grows on the thorn by the wayside,
Black, yet how softly they gleamed beneath the brown shade of her tresses!
Sweet was her breath as the breath of kine that feed in the meadows.
When in the harvest heat she bore to the reapers at noon-tide
Flagons[3] of home-brewed ale,[4] ah! fair in sooth was the maiden.
Fairer was she when, on Sunday morn, while the bell from its turret
Sprinkled with holy sounds the air, as the priest with his hyssop[5]

1. *Benedict Bellefontaine* (bĕn'ĕ-dĭkt bĕl-fŏn-tān').
2. *Stalworth* (stôl'wûrth). Stalwart. Bold, brave, strong.
3. *Flagons.* Vessels for holding liquor.
4. *Ale.* A fermented liquor made from malt, and, usually, hops.
5. *The priest with his hyssop.* In Catholic churches the priest sprinkles the holy water over the people with a brush. The Jews used the hyssop plant in their purification ceremonies.

Sprinkles the congregation, and scatters blessings upon them,
Down the long street she passed, with her chaplet of beads[1] and her missal,[2]
Wearing her Norman cap, and her kirtle of blue, and the ear-rings,
Brought in the olden time from France, and since, as an heirloom,
Handed down from mother to child, through long generations.
But a celestial brightness—a more ethereal[3] beauty—
Shone on her face and encircled her form, when, after confession,
Homeward serenely she walked with God's benediction upon her.
When she had passed, it seemed like the ceasing of exquisite music.

Firmly builded with rafters of oak, the house of the farmer
Stood on the side of a hill commanding the sea;[4] and a shady
Sycamore grew by the door, with a woodbine wreathing around it.
Rudely carved was the porch, with seats beneath; and a footpath
Led through an orchard wide, and disappeared in the meadow.

1. *Chaplet of beads.* A string of fifty-five beads, a third of a rosary, used by Roman Catholics in counting prayers.
2. *Missal.* A book containing the Catholic service for the entire year; a mass book.
3. *Ethereal.* Spiritlike.
4. *Commanding the sea.* Overlooking the sea.

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Under the sycamore-tree were hives overhung by a pent-house,
Such as the traveler sees in regions remote by the road-side,
Built o'er a box for the poor,[1] or the blessed image of Mary.
Farther down, on the slope of the hill, was the well with its moss-grown
Bucket, fastened with iron, and near it a trough for the horses.
Shielding the house from storms, on the north, were the barns and the farm-yard.
There stood the broad-wheeled wains and the antique plows and the harrows;
There were the folds for the sheep; and there, in his feathered seraglio,[2]
Strutted the lordly turkey, and crowed the cock, with the selfsame
Voice that in ages of old had startled the penitent Peter.[3]
Bursting with hay were the barns, themselves a village. In each one
Far o'er the gable projected a roof of thatch; and a staircase,
Under the sheltering eaves, led up to the odorous corn-loft.
There too the dove-cot stood, with its meek and innocent inmates
Murmuring ever of love; while above in the variant[4] breezes

1. *Built o'er a box for the poor.* In some Roman Catholic countries shrines sheltering images of the Virgin Mary, or crucifixes, or boxes to receive alms for the poor, are often seen by the roadside.
2. *Seraglio* (sē-räl'yō). A harem; a place for keeping wives.
3. *Penitent Peter.* See Matthew xxvi, 74, 75.
4. *Variant.* Changing; varying.

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Numberless noisy weathercocks[1] rattled and sang of mutation.[2]

Thus, at peace with God and the world, the farmer of Grand-Pré
Lived on his sunny farm, and Evangeline governed his household.
Many a youth, as he knelt in church and opened his missal,
Fixed his eyes upon her as the saint of his deepest devotion;
Happy was he who might touch her hand or the hem of her garment!
Many a suitor came to her door, by the darkness befriended,
And, as he knocked and waited to hear the sound of her footsteps,
Knew not which beat the louder, his heart or the knocker of iron;
Or at the joyous feast of the Patron Saint[3] of the village,
Bolder grew, and pressed her hand in the dance as he whispered
Hurried words of love, that seemed a part of the music.
But, among all who came, young Gabriel only was welcome;
Gabriel Lajeunesse,[4] the son of Basil the blacksmith,
Who was a mighty man in the village, and honored of all men;
For, since the birth of time, throughout all ages and nations,

1. *Weathercocks.* Devices to show the direction of the wind. They are called weathercocks because they were originally made in the form of a cock.
2. *Mutation.* Change.
3. *Patron Saint.* The saint regarded as the protector of the village.
4. *Lajeunesse* (lā-zhe-nēs').

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Has the craft of the smith been held in repute by the people.
Basil was Benedict's friend. Their children from earliest childhood
Grew up together as brother and sister; and Father Felician,[1]
Priest and pedagogue both in the village, had taught them their letters
Out of the selfsame book, with the hymns of the church and the plain-song.[2]
But when the hymn was sung, and the daily lesson completed,
Swiftly they hurried away to the forge of Basil the blacksmith.
There at the door they stood, with wondering eyes to behold him
Take in his leathern lap the hoof of the horse as a plaything,
Nailing the shoe in its place; while near him the tire of the cart-wheel
Lay like a fiery snake, coiled round in a circle of cinders.[3]
Oft on autumnal eves, when without in the gathering darkness
Bursting with light seemed the smithy, through every cranny and crevice,
Warm by the forge within they watched the laboring bellows,

1. *Felician* (fē-lĭsh'ĭ-ăn).

2. *Plain-song.* A chant used in the Catholic Church. The music is of the simplest kind, and is not subject to the strict rules of time.

3. *The tire of the cart-wheel . . . a circle of cinders.* The blacksmith first expanded the tire by heating it in a fire on the ground. The tire was then slipped on the wheel. It contracted upon cooling, gripping the wheel so tightly that it would not come off.

And as its panting ceased, and the sparks expired in the ashes,
Merrily laughed, and said they were nuns going into the chapel.
Oft on sledges in winter, as swift as the swoop of the eagle,
Down the hillside bounding, they glided away o'er the meadow.
Oft in the barns they climbed to the populous nests on the rafters,
Seeking with eager eyes that wondrous stone, which the swallow
Brings from the shore of the sea to restore the sight of its fledglings;[1]
Lucky was he who found that stone in the nest of the swallow!
Thus passed a few swift years, and they no longer were children.
He was a valiant youth, and his face, like the face of the morning,
Gladdened the earth with its light, and ripened thought into action.
She was a woman now, with the heart and hopes of a woman.
"Sunshine of Saint Eulalie"[2] was she called; for that was the sunshine

1. *The wondrous stone . . . of its fledglings.* "If the eyes of one of the young of a swallow be put out, the mother bird will bring from the sea-shore a little stone, which will immediately restore its sight; fortunate is the person who finds this little stone in the nest, for it is a miraculous remedy." Pluquet, *Contes Populaires*, quoted by Wright, *Literature and Superstitions of England in the Middle Ages*, I. 128.

2. *Saint Eulalie* (ū-lā-lē'). Saint Eulalie was a female martyr of the early church. An old proverb says, "If the sun shines on Saint Eulalie's Day (February 12), there will be plenty of apples and cider enough."

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Which, as the farmers believed, would load their orchards with apples;
She, too, would bring to her husband's house delight and abundance,
Filling it with love and the ruddy faces of children.

II

Now had the season returned, when the nights grow colder and longer,
And the retreating sun the sign of the Scorpion[1] enters.
Birds of passage sailed through the leaden air, from the ice-bound,
Desolate northern bays to the shores of tropical islands.
Harvests were gathered in; and wild with the winds of September
Wrestled the trees of the forest, as Jacob of old with the angel.[2]
All the signs foretold a winter long and inclement.
Bees, with prophetic instinct of want, had hoarded their honey
Till the hives overflowed; and the Indian hunters asserted
Cold would the winter be, for thick was the fur of the foxes.
Such was the advent of autumn. Then followed that beautiful season,
Called by the pious Acadian peasants the Summer of All-Saints![3]

1. *Sign of the Scorpion.* The eighth of the twelve signs of the zodiac, or belt in the heavens, through which the sun passes in its apparent yearly course. It is entered by the sun October 23.

2. *As Jacob of old with the angel.* See Genesis xxxii, 24.

3. *Summer of All-Saints.* Indian summer. In Acadia this period of weather occurs during the latter part of October and the early part of November. It takes the name Summer of All-Saints from All-Saints Day, November 1.

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The Ballad of East and West

OH, East is East, and West is West, and never the twain shall meet,
Till Earth and Sky stand presently at God's great Judgment Seat;
But there is neither East nor West, Border, nor Breed, nor Birth,
When two strong men stand face to face, though they come from the ends of the earth!

Kamal is out with twenty men to raise the Border side,
And he has lifted the Colonel's mare that is the Colonel's pride.
He has lifted her out of the stable-door between the dawn and the day,
And turned the calkins upon her feet, and ridden her far away.
Then up and spoke the Colonel's son that led a troop of the Guides:
"Is there never a man of all my men can say where Kamal hides?"

Then up and spoke Mohammed Khan, the son of the Ressaldar:
"If ye know the track of the morning-mist, ye know where his pickets are.
At dusk he harries the Abazai—at dawn he is into Bonair,
But he must go by Fort Bukloh to his own place to fare.
So if ye gallop to Fort Bukloh as fast as a bird can fly,
By the favour of God ye may cut him off ere he win to the Tongue of Jagai.
But if he be past the Tongue of Jagai, right swiftly turn ye then,
For the length and the breadth of that grisly plain is sown with Kamal's men.
There is rock to the left, and rock to the right, and low lean thorn between,
And ye may hear a breech-bolt snick where never a man is seen."
The Colonel's son has taken a horse, and a raw rough dun was he,
With the mouth of a bell and the heart of Hell and the head of a gallows-tree.
The Colonel's son to the Fort has won, they bid him stay to eat—
Who rides at the tail of a Border thief, he sits not long at his meat.
He's up and away from Fort Bukloh as fast as he can fly,
Till he was aware of his father's mare in the gut of the Tongue of Jagai,
Till he was aware of his father's mare with Kamal upon her back,
And when he could spy the white of her eye, he made the pistol crack.
He has fired once, he has fired twice, but the whistling ball went wide.
"Ye shoot like a soldier," Kamal said. "Show now if ye can ride!"
It's up and over the Tongue of Jagai, as blown dust-devils go,
The dun he fled like a stag of ten, but the mare like a barren doe.
The dun he leaned against the bit and slugged his head above,
But the red mare played with the snaffle-bars, as a maiden plays with a glove.
There was rock to the left and rock to the right, and low lean thorn between,
And thrice he heard a breech-bolt snick tho' never a man was seen.
They have ridden the low moon out of the sky, their hoofs drum up the dawn,
The dun he went like a wounded bull, but the mare like a new-roused fawn.
The dun he fell at a water-course—in a woeful heap fell he,
And Kamal has turned the red mare back, and pulled the rider free.

He has knocked the pistol out of his hand—small room was there to strive,
"'Twas only by favour of mine," quoth he, "ye rode so long alive:
There was not a rock for twenty mile, there was not a clump of tree,
But covered a man of my own men with his rifle cocked on his knee.
If I had raised my bridle-hand, as I have held it low,
The little jackals that flee so fast were feasting all in a row.
If I had bowed my head on my breast, as I have held it high,
The kite that whistles above us now were gorged till she could not fly."
Lightly answered the Colonel's son: "Do good to bird and beast,
But count who come for the broken meats before thou makest a feast.
If there should follow a thousand swords to carry my bones away,
Belike the price of a jackal's meal were more than a thief could pay.
They will feed their horse on the standing crop, their men on the garnered grain,
The thatch of the byres will serve their fires when all the cattle are slain.
But if thou thinkest the price be fair,—thy brethren wait to sup,
The hound is kin to the jackal-spawn,—howl, dog, and call them up!
And if thou thinkest the price be high, in steer and gear and stack,
Give me my father's mare again, and I'll fight my own way back!"
Kamal has gripped him by the hand and set him upon his feet.
"No talk shall be of dogs," said he, "when wolf and grey wolf meet.
May I eat dirt if thou hast hurt of me in deed or breath;
What dam of lances brought thee forth to jest at the dawn with Death?"
Lightly answered the Colonel's son: "I hold by the blood of my clan:
Take up the mare for my father's gift—by God, she has carried a man!"
The red mare ran to the Colonel's son, and nuzzled against his breast;
"We be two strong men," said Kamal then, "but she loveth the younger best.
So she shall go with a lifter's dower, my turquoise-studded rein,
My 'broidered saddle and saddle-cloth, and silver stirrups twain."
The Colonel's son a pistol drew, and held it muzzle-end,
"Ye have taken the one from a foe," said he; "will ye take the mate from a friend?"
"A gift for a gift," said Kamal straight; "a limb for the risk of a limb.

Thy father has sent his son to me, I'll send my son to him!"
With that he whistled his only son, that dropped from a mountain-crest—
He trod the ling like a buck in spring, and he looked like a lance in rest.
"Now here is thy master," Kamal said, "who leads a troop of the Guides,
And thou must ride at his left side as shield on shoulder rides.
Till Death or I cut loose the tie, at camp and board and bed,
Thy life is his—thy fate it is to guard him with thy head.
So thou must eat the White Queen's meat, and all her foes are thine,
And thou must harry thy father's hold for the peace of the Border-line.
And thou must make a trooper tough and hack thy way to power—
Belike they will raise thee to Ressaldar when I am hanged in Peshawur."

They have looked each other between the eyes, and there they found no fault,
They have taken the Oath of the Brother-in-Blood on leavened bread and salt:
They have taken the Oath of the Brother-in-Blood on fire and fresh-cut sod,
On the hilt and the haft of the Khyber knife and the Wondrous Names of God.
The Colonel's son he rides the mare and Kamal's boy the dun,
And two have come back to Fort Bukloh where there went forth but one.
And when they drew to the Quarter-Guard, full twenty swords flew clear—
There was not a man but carried his feud with the blood of the mountaineer.
"Ha' done! ha' done!" said the Colonel's son. "Put up the steel at your sides!
Last night ye had struck at a Border thief—tonight 'tis a man of the Guides!"

Oh, East is East, and West is West, and never the twain shall meet,
Till Earth and Sky stand presently at God's great Judgment Seat;
But there is neither East nor West, Border, nor Breed, nor Birth,
When two strong men stand face to face, though they come from the ends of the earth!

COUNTRY SCHOOLS AND THE AMERICANIZATION OF ETHNIC GROUPS

> The children of immigrants are promptly placed in the great melting pot, the public school, to enable them to learn our language, our industries, to learn of the spirit and principles underlying American institutions and, as rapidly as possible, to prepare them to assume the full responsibility of citizenship in their adopted country. [1]

Kansas is an inland state, far from the ports of entry along the Atlantic and Gulf coasts that were the ingress for the foreign-born immigrants to the United States. The early settlement of the state was done primarily by people who had already lived for a time in the eastern and midwestern states. The bulk of these settlers from New England, Pennsylvania, Virginia, Ohio, Illinois, and Indiana were of English-Scots-Irish extraction, people who already spoke English and for whom acclimatization to life on the Kansas frontier was basically no more difficult than it was for native-born Americans coming west. If these early settlers weren't of English-speaking extraction, they had lived in the country long enough that they were already familiar with the culture and the language. In short, the bulk of early settlers to Kansas were already "Americans" when they arrived in the territory and it was not necessary to them for their schools to play the added role of teaching them to be Americans.

There were, of course, exceptions to this pattern. For various economic and social reasons, certain groups of immigrants

came immediately to Kansas from their native lands and their first introduction to America was the rolling hills and prairies of the state. Among these groups were the Bohemians (or Czechs), French, Germans and German-Russians, Swedes, and Mexicans. Each of these groups held education in high regard and immediately upon arrival in the state either founded schools or enrolled their children in the local rural school. Most of these groups considered it most important for their children to begin as Americans. At home, the parents might not speak English but the children must, and in school it was often the immigrant children who showed the most patriotism and eagerness to learn of the new land.

Two of the "foreign" groups who did not, initially, fit the above pattern were the Indian tribes remaining in Kansas, and the German Mennonite groups.

The first schools in then Kansas territory were established as mission schools to teach the Indian tribes residing in Kansas. As early as 1824, a protestant mission was established among the Osage in present day Neosho county. From that day to the 1850s and 1860s, missionary groups from the Catholic, Presbyterian, Methodist, Baptist, and Friends religious denominations established missions and schools among the Osage, Otoe, Iowa, Sac and Fox, Potawatomi, Shawnee, Kickapoo and various other tribes living in Kansas. This effort was most definately an attempt at "Americanization", to "perform a very useful function by weakening the tribal sentiment, increasing the tendency to speak English, and both stimulating and rewarding the laudable ambition of the best

Indians."[2]

Many problems faced the teachers in these mission schools. Besides problems of supply and communication with the governing support boards of their various denominations, they had to contend with the immense barrier of two cosmically different cultures coming together and trying to communicate with each other over eon's difference in time and background experience.

The schools established were mostly boarding schools, an attempt to remove the Indian children from the "baneful influences of the reservation"[3] and by teaching, example, and osmosis to assimilate them into white America. This removal policy created one of the problems in teaching the Indian children. Dr. William Nicholson, general Indian agent of the Associated Executive Committee of Friends on Indian Affairs, reported on the problem in 1870:

> The parents do not like for their children to go to school - the children often run away and go home - By allowing them to go home once a fortnight and then going after them in a wagon, some gain has been made - But the great trouble is when they leave school their friends and others make so much fun of them that they soon drop English language and citizens' dress and go back into Indian habits - It is doubtful whether the boarding school system is best unless the children can be kept permanently away from the tribe.[4]

Josiah Butler, a Quaker school teacher among the Kiowa and Comanche at the Ft. Sill agency in Oklahoma commented, as another aspect to the boarding school arrangement, that his Comanche charges "are afraid to sleep upstairs [in the dormitory] so are

going to sleep in the teepes [sic], for the present, at least."[5]

Besides homesickness and superstition, the missionary teachers had to work with and through the tribal leaders. It was necessary to have their support, or the children simply would not come to school. If the teachers were fortunate, they would find themselves dealing with headmen who had already realised the way of the future for the Indian people, who had already decided they "wanted to live like the white man and . . . wanted to follow [the] plow with the white man and . . . wanted their children still to follow the plow and to be the white man's friend . . ."[6] Josiah Butler dealt with such a tribal leader, a Caddo by the name of George Washington. Butler sought and received permission from Washington even for such things as haircuts for the boys. When Washington arrived at the school to take the children home, "we made this the last day [of school]"[7] But Washington supported the efforts of Butler:

> After the Caddo children had been in school a few weeks, George Washington came in one evening and the next morning he was in the school room when I got up and there he stayed until bed time ...I slipped out and, looking in the window, found Washington examining his children to see if they could do anything without my being present ...He then got behind the class and made each one in turn use the points and read and spell in English, going over all that I had through the day and giving the meaning in Caddo. He knew they knew no English when they came and, in this way, he proved them as to how much they had learned, and he was satisfied.[8]

The school term at the Indian schools was generally four months at a time, with attendance varying[9], and the school days

generally consisted of six hours of instruction, Monday through Friday, and Saturday morning classes. In addition to academic instruction, the Indian children were also taught manual skills, farming, and domestic skills or home economics.[10] Josiah Butler's school was no doubt typical of these mission schools. Here follows his account of a typical school day:

> I got the children seated and took their names in Comanche. One experienced a strange feeling to be thus placed before them and not able to talk to them but I am much favored in having Mrs. Chandler to interpret . . . I got all in a class before Wilson's Chart No. 1, spelling cap, cat, dog, ox, hen, etc., the pictures of the same thing being before them. They articulated better than I had expected. There were two small boys, one small girl, 3 girls nearly grown and Mrs. Chandler - seven in all. I gave them slates and they made fairly good figures . . . I gave them an hour for noon, then an hour on slates and charts, an hour for recess, and then another hour, as before . . . I began to teach geography with the Wichita mountains and the Washita river - which they see and know . . .[11] There have been four and one half months of school . . . All are able to read off the book all words in their reading lessons. All have learned the use of numbers in counting and adding up small amounts. All have learned the names of each of the states and territories, with the capitol of each. We feel satisfied with their progress and also with their behavior.[12]

By the 1870s nearly all the Indian tribes had been removed from Kansas and resettled in present day Oklahoma. The religious missions had been closing even a decade before this. Haskell Institute, founded in Lawrence, Kansas, in 1884 and still in session today, followed the intents and much of the structure of the early mission schools, with academic training strongly coupled

with manual training, "well taught and healthfully disciplined"[13], where farming and wagon-making, a 'baseball nine' and "exceedingly good brass band"[14] all were aimed at removing the Indian from the "baneful" influences of the reservation and bringing them to the point where they would "live in houses, have school-houses and churches, and [pursue] peaceful and self-sustaining avocations",[15] and would be known as loyal, patriotic Americans.[16]

The Indian groups had no real choice in the matter of educational assimilation into the American way of life. The various German groups who came to Kansas did have a choice in the kind of education their children would receive and, initially, they chose to maintain their own schools, taught in their own language and preserving their own cultural heritage. The primary German immigrant group to Kansas was the Mennonites.

The German Mennonites who settled in Kansas came to the state from the Ukraine. Originally moving to the Ukraine because of the pressure of Prussian militarism, this religious group had made that area of Russia prosper as a wheat growing region. In 1871, however, the Russian government enacted a law calling for universal military service, a law which threatened the non-violent beliefs of the Mennonite population. In Kansas, they learned, they could be exempted from military duty and the federal laws made concessions for conscientious objection. By 1874, the first groups of Mennonite immigrants arrived to settle in what is present day Marion county, Kansas.[17]

The German Mennonite settlers often immigrated in large homogeneous family or village groups - they arrived in the state as a unit with common friends, language, and religion. They didn't feel the pressure or intense need to assimilate into the American way of life as individual immigrant families would, and indeed preferred not to mix their children's education with that of the non-Mennonite public school children, thinking that doing so would make their children forget their religion and heritage.

When they settled in Kansas they followed the same custom as had been followed in Russia. They settled in small communities, giving them names like Bruderthal, Alexanderwahl, Gnadenau, and Blumentort. They worked and farmed together, buying and using reapers and threshing machines communally, and this close knit quality facilitated the forming of Mennonite church schools for the education of the children of the community.

The Mennonite communities believed that the purpose of schooling was to teach their children the "essential things in life"; that is, to teach them the German language so that they could read, and become thoroughly acquainted with, the Bible and could understand the church service of worship which was always in German.[18] Though these early settlers were not opposed to the teaching of English in the schools,[19] they were firm in their resolve that their children have a good knowledge of German because only in that way would the old customs and beliefs be preserved.

The first schools were built of logs or sod, some were held in the homes of the teachers and some in the saraj, the Russian word for the Mennonites' peak-roofed stables. Classes were taught mainly by male teachers who were frequently clergymen as well. The Bible was the main textbook used for reading, and its two testaments served the same grading purpose as the different levels of readers served in the public rural schools. After the children learned their A,B,C's and 'Fibel' (primer), they were passed on to the New Testament class, and finally on to the Old Testament. Thus education also paved the way for church membership.[21]

The Kansas Mennonite Conference developed a uniform curriculum and textbook guide, providing for a term of four months or 17 weeks and omitting courses taught in the public schools - this in keeping with their purpose that schools should be "German church schools" with religious training predominent.[22] A typical day's study, therefore, would include Bible history (for which the whole school was considered one class), Reading, Penmanship, Arithmetic, Geography, Singing, German grammar, dictation exercises and spelling, Construction of sentences, Composition, and memorizing of the Mennonite catechism, with sometimes classes in reading script writing (the texts for which were old letters from Russia). Every day's session was opened and closed with song and prayer.[23]

With a four months school term for the German church schools, children of the Mennonite communites would often then be sent to the local public school for three months to learn English and

to satisfy the state law. By 1909, the state had made it a requirement that children must attend a school where "the instruction given in the several branches taught shall be in the English language" for a term of seven months. This adversely affected the continuance of the German schools when local boards wanted to adhere to the old policy of a total of seven months term of school. It was also increasingly difficult to encourage their young people to stay as teachers in the German schools. For those who wanted to teach, the pay to teach in an English school was twice what it was in a German school; as well, there were established curriculums, textbooks, and state-produced teaching aids, and a longer school term in order to get all the studies taught adequately.[24] For a time, public schools with concentrations of Mennonite students included German as part of the regular course work, but gradually the old German church schools faded out and children from Mennonite families attended the same rural schools as their non-Mennonite neighbors.

An interesting modern development among the conservative Holdeman Mennonites in central Kansas is that they have begun to withdraw their children from the public schools and have reactivated some abandoned rural school houses to serve as their own schools, founded to safeguard their religious values. This movement, by a group of Mennonites who "believe in teaching their children little more than basic reading and writing skills" and whose students usually quit school after the eighth grade and go to work on the farm, is particularly strong in McPherson and

Marion counties in Kansas - the same area to which the first Mennonite immigrant groups came a hundred years ago and founded schools very similar in spirit to those being founded by this group today.

Another immigrant group to Kansas was the Mexican families that settled primarily in central and south central Kansas. In the 1940s, during the second World War, groups of Mexicans were brought north to work in industries hurting for manpower from the egress of workers to the war. In Rice county, Kansas, they came to work at the American Salt plant just south of the town of Lyons. The closest public school was a two teacher rural school called St. John school. Mrs. Helen Mueldener taught the four upper grades at the St. John school for three years. Many of the immigrant families couldn't speak English and occasionally the children coming in to school couldn't speak it either. Mrs. Mueldener recounted how the Mexican parents didn't want someone who spoke Spanish to teach their children: they wanted their children to have to learn English and teachers who would instruct them how to become Americans. The teachers at St. John held special classes in English, organized scouting programs, and conducted field trips to the county courthouse, library, and neighboring cities to introduce the Mexican children to social and governmental activities in America. They also, however, attempted to encourage a sense of heritage in these children who, in the spirit of that time, seemed eager to cast away the culture from which they had come.[25]

Few of the informants who talked with this writer had true ethnic students in their schools. As has been said, the majority of settlers to Kansas were "Americans" by the time they arrived here. The teachers (aside from some missionary teachers among the Indians) were not equipped with second languages to bridge the gap between themselves and the occasional Czech- or Swedish-speaking student, and indeed such "coddling" was not desired by the parents. Apparently all non-English speaking groups in Kansas recognized the value and necessity of knowing the language and customs of the land, and the law that stated that instruction be given in the English language was agreed to by the patrons of the country schools in the state.

FOOTNOTES

[1]Hervey B. Peairs, "Indians trained to compete on even terms with other races", School Life, 11(April 1926), 147.

[2]Theodore Roosevelt, Report . . . upon a visit to certain Indian reservations and Indian schools in South Dakota, Nebraska, and Kansas,(Philadelphia: The Indian rights association, 1893), p. 23.

[3]Hervey B. Peairs, "The difference in the starting point of the Indian child as compared with that of the average civilised child," State Normal Monthly, 9(February 1897), 69.

[4]William Nicholson, "A tour of Indian agencies in Kansas and the Indian territory in 1870", Kansas historical society quarterly, 3(August 1934), 297.

[5]Josiah Butler, "Pioneer school teaching at the Comanche-Kiowa agency school, 1870-3: being the reminiscences of the first teacher", Chronicles of Oklahoma, 6(December 1928), 500.

[6]Nicholson, p. 299-300.

[7]Butler, p. 507.

[8]Ibid., p. 508.

[9]The variability of attendance resulted from many reasons. Dr. Nicholson mentioned one at the Kaw agency as being that "men purchase their wives and at a very early age - girls of 12 or 14 are often sold and thus it is difficult to secure the attendance of girls at school." (Nicholson, p. 295)

[10]Robert W. Richmond, Kansas, a land of contrasts, (St. Charles, Mo.: Forum press, 1974), p. 33.

[11]Butler, p. 500-501.

[12]Ibid., p. 507-508.

[13]Roosevelt, p. 22.

[14]Ibid., p. 22.

[15]Nicholson, p. 289.

[16]Peairs, State Normal Monthly, p. 70.

[17]Richmond, p. 148-149.

[18]H. P. Peters, History and development of education among the Mennonites in Kansas, (Hillsboro, Ks.: 1925), p. 22.

[19]Initially, evening schools were held in some communities for older men to learn English so they would be able to deal with their new neighbors. At the first Mennonite conference in Kansas, which met on December 14, 1877, a resolution was passed to encourage the study of English, in order "to establish a social communication with the American neighbors and to work in the interest of the Kingdom of God among the English speaking population". (Peters, p. 23)

[20]Cornelius Cicero Janzen, Americanization of the Russian Mennonites in central Kansas, (Masters thesis, University of Kansas, 1914), p. 87.

[21]Peters, p. 22.

[22]Ibid., p. 42.

[23]Ibid., p. 36.

[24]Janzen, p. 89.

[25]Personal communication, Mrs. Helen Mueldener, Lyons, Kansas. October 18, 1980.

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COUNTRY SCHOOLS AS COMMUNITY CENTERS

> Everything was built around the school . . . people, when they think about having a good time, they always think about school.
>
> -George D. Keith[1]

From their very inception, country schools were the focal points of the rural population communities they served. It was by a community's action and desire that their school district was delineated[2] and the school house built. Local patrons of the school levied the tax upon themselves that would pay for the construction of the school building, and the contracting builders were usually from among the local farmers and merchants. Local creek-bottom wood, or stone from a farmer's quarry, was harvested and used for the walls. Fathers of future students laid the plank floor, shingled the roof, and sometimes constructed the desks and benches the scholars would use.

Though, while school was in session, the teacher provided maintenance and upkeep, the women of the community usually gave the school house its yearly major cleanout, just before school took up in the fall. At the yearly district meetings (held in the school house) the maintenance of the building was always a major issue, with decisions on repairs, painting, whether to erect a belfry or put up a fence always in the front of debate. Most generally, too, such motions for improvements were carried because the school house was the center of the

community and a source of pride. John H. Wood, Honey Creek school district correspondent to the Eureka, Kansas, Messenger and a strong supporter of the local school, reported in 1895, that the twenty fifth of July was the day to sow turnip seed and to hold the school meeting. He advocated that patrons of the Honey Creek school address themselves to school improvements:

> The board should erect swings, merry go-rounds, gymnasium bars, etc., for [the little ones'] amusement at recess and noon-time. Other districts have such things and the exercise it encourages children to take and benefits derived amply repays the small expense incurred for such appliances . . .[3]

and again:

> We ought to have an organ at our school house. Can we not devise a way to either rent or purchase one? . . . Let us by all means have an organ; a short pull altogether and it's done.[4]

He didn't report whether playground equipment was ever provided, but he did note later the dedication of the new school organ.

The country school house was the hub that made "short pulls altogether" possible. In the majority of Kansas counties there were no more than one or two 'real' towns that had more than a post office and a general store and often these small concentrations of population were miles away from the scattered rural populations. Poor roads and rudimentary transportation facilities virtually isolated rural people from town. A monthly all-day shopping trip was frequently all a rural child would see of town until his trip to the county seat to take his

eighth grade examination. The local rural school provided a center, a place to gather and visit and learn and debate and worship - a substitute for the congregation of humans and ideas that city folks had without effort simply because of where they lived.

Rural schools were most often situated on section corners, where two section roads intersected and, in the open country of Kansas, served as landmarks. Often an area would be known by the name of its school, like Honey Creek in Greenwood county. Often, too, a church would sit with the school on an opposite section corner (as with the Chicago church and school that stand across the road from each other in rural Sheridan county); but sometimes, especially in the early history of the state, the school was erected first, serving the intellectual needs of the area during the week and its spiritual needs on Sunday. John H. Wood, in advocating the purchase of an organ for the Honey Creek school, believed "we could get a chapel so we could pay for it by way of basket suppers, socials, or something like that."[5] The King school, district #20 in Pottawatomie county, was built in 1866 and in 1878 the local community it served organized a Murphy Union[6] using the King school house as their regular meeting place until they built their own church building, a half mile away, in 1882. In many counties in Kansas, the school house, in addition to hosting other community gatherings, was also a place for marriages and funerals. Harriet

L. Creager, of Fredonia, recounts that in Wilson county many burial grounds were located quite near the rural schools and bore the same name.[7] In 1902, John Wood reflected on the positive use of schools doubling as places of worship, in the light of objections being raised against the same:

> There are lots of places in Kansas where the school house is the only place meetings or Sunday Schools can be held, and worlds of good has often been the result of such meetings. I hope these obstructers will reconsider their decision and please allow us to have Sunday School anyhow. We may have differences and heart burnings, jealousies and pure cussedness, but for heaven's sake let us not visit our meanness on our neighbor's children by knocking out the only oasis some of them have in this pilgrimage of inconsistencies.[8]

The school was the location for many school programs devised by the teacher and put on by the students. Nearly every month of the school year contained at least one holiday that served as an excuse to prepare songs, skits, and recitations in a program to which all parents, younger brothers and sisters, and other community members hardly needed encouragement to come. Time and again, informants mention that these programs played to packed houses, with overflow spectators standing at open windows or around the periphery of the room so that all who wished could attend.

Christmas was one of the two main occasions when all the community would gather together. Every child was given a part in these programs. Along with preparing songs and speeches, the children would have decorated a tree, usually one of the

ubiquitous red cedars someone's father would have cut down in his pasture and brought in. The decorations were simple, often not much more than decking the tree with popcorn strings and candles (which were never lit because of fear of fire).

Mrs. Leah Hefner, of Fredonia, recounts that no matter what else the Christmas program contained, there was always a Nativity scene. She goes on to describe a special Christmas program at Maple Grove school in Wilson county:

> There was always great excitement when the parts were to be assigned. The older girls were always eager candidates for the part of Mary. The school had only one black family whose daughter had not yet had this honor. The room teacher and I decided that she be chosen . . . Here also several of the children were Mennonites. Their parents were strict . . . It came about that our particular Christmas pageant called for three angels for which the Mennonite girls, pretty blonds with long [pigtails] were chosen. We . . . hoped they would be allowed to let out their braids for the big night of the program. But that was not to be. Our manger scene that year had a sweet black Mary, the usual Joseph and shepherdsin the usual flannel bathrobes, three Kings in the robes and cardboard crowns, and three lovely blond angels in white robes and halos perched above pigtails. Our audience watched it all in reverance and joy.

After the program, Santa Claus would usually appear (looking suspiciously like someone's dad) to distribute parcels of candy from the teacher to the students. There was always candy for the little brothers ans sisters too: in this and like ways, young children associated the school with pleasant memories and consequently faced starting school with a sense of great anticipation.

The other major occasion during the school year for the community to gather at the school house was for the last-day-of-school dinner. Rural school terms generally ran seven months, from September to the last of April. At the end of the term all the patrons and parents gathered at the school to share a picnic meal and attend the program and awards ceremony put on by the teacher and students.

Before the program began, boards were laid across the desks to make tables and all those attending unpacked baskets brought from home and spread out breads, meats, potato salads, and pies for the whole group to dine on. Miss Laura Sangster remembered how impressed she was with a bowl of potato salad someone had brought - how bits of pepper had been arranged in the shape of a star on top to make the salad look pretty. "I don't remember that it tasted so wonderful," she said, but it was lovely to behold,[10] and typified the extra attention mothers paid to the food that would be brought to the last-day-of-school picnic. John H. Wood described a last-day-of-school dinner that was held at the Honey Creek school in Greenwood county in 1896 that probably was typical of those held in most rural schools:

> We spread out the school boards on each side of the room and thereon spread tablecloths - white as the driven snow without - while within were seventeen different kinds of cake, pickled pigs' feet and hot coffee, jam, jelly, pies and other things too numerous to mention. . . one of the most social times we ever had on dear old Honey Creek.[11]

After the dinner, a program of recitations would be presented, along with awards given by the teacher to the children with perfect attendance or best cipherers or spellers. Announcements of who would matriculate to the next higher grades, as well as honors for those graduating from eighth grade were also given. The teacher usually distributed gifts to all the students at this time, consisting of perhaps a piece of fruit and a special card with her picture, an inspirational poem and the names of all the students in the school printed on it. After the eating and program were completed, the mothers retired to clean up the debris of the meal and visit while the babies slept in the shade and the fathers and children played a spirited baseball game. Tears often accompanied the close of this festivity as children bid their friends goodbye and especially if they were saying goodbye to a teacher who was leaving the school for other duties.

The school building also served as a community center. On election day the school was used as a polling place and no classes were held.[12] Monthly "parent-teacher" meetings were really social gatherings, as the whole community turned out for talk and pie and coffee: little children, students, and people with no children in school also attended. The schools also served as auditoriums, hosting programs on the traveling lyceum circuit, political meetings, and occasionally plays gotten up by local thespians. These plays, like "Aaron Slick from Punkin Crick", would often be taken to neighboring school

districts, who would then reciprocate. The men and boys from the school district often had baseball teams, and teams from neighboring districts would play each other on the school grounds.

George D. Keith, who was Director of Unification for the state of Kansas between 1963 and 1973, was sensitive to the role of the local school in a rural community. He noted that when the people in the district thought of having a good time, thought about gathering to share time with their neighbors, air problems and experience joys, they thought about going to the school. As has been noted, the school house was the focal point of the district, often giving its name to the entire area. People would say they were from up by Chicago or Honey Creek or Loux and others could place them in a geographical location.

The social aspect that was associated with the country schools, then, made the closing of them that much more of an emotional question. The fear of the rural patrons was that the dissolution of their schools would lead to the dissolution of their community bond. In most cases that is what happened.

FOOTNOTES

[1]Personal communication, Mr. George D. Keith, Topeka, Kansas. January 15, 1981.

[2]"The county board or county tribunal . . . shall from time to time form such districts in their respective counties whenever a petition may be presented for that purpose by a majority of the voters resident within such contemplated district." (Statutes of the territory of Kansas, 1855: Chapter 144, Article 1, Section 2)

[3]Helen Peterson-Wood, "Uncle Johnnie, Honey Creek correspondent, 1895-1903", Kansas history, a journal of the central plains, 3(Summer 1980), 116.

[4]Ibid., p. 116.

[5]Ibid., p. 116.

[6]In 1877, the Murphy or "blue-ribbon" movement swept Kansas on a wave of temperance sentiment. Named for Francis Murphy, a reformed drunkard and ardent temperance lecturer, the Murphy movement was noted for its stand against alcohol and for featuring as temperance lecturers reformed drunkards. Francis Murphy was affiliated with the Methodist Episcopal church and, by 1882, when the Murphy Union moved out of King school and to their own church, the congregation was affiliated with the M. E. church as well. (Collections of the Kansas State Historical Society, 1919-1922, volume 15, pp. 211-212)

[7]Correspondence, Harriet L. Creager, Fredonia, Kansas. January 31, 1981.

[8]Peterson-Wood, p. 124.

[9]Correspondence, Mrs. Leah Hefner, Fredonia, Kansas. January 31, 1981.

[10]Personal communication, Miss Laura Sangster, Lyons, Kansas. October 18, 1980.

[11]Peterson-Wood, p. 113.

[12]Personal communication, Mr. Fred Cooprider, Lyons, Kansas. October 19, 1980.

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COUNTRY SCHOOLS TODAY:
Consolidation, closings, and current uses

> None of the old time tools or ways was good enough for you, except the school. You scrapped everything your fathers had, except the one room school. Why don't you scrap it too? It belongs to an age that is past
>
> - Jess W. Miley[1]
> Kansas superintendent of public instruction, 1924

It was of major importance to those pioneers and immigrants who settled Kansas that they provide a place of education for their children. The very earliest laws enacted for Kansas territory in 1855 recognize that importance. These laws, plus those enacted within the following ten years, established the groundwork for an elementary system of education for all children between the ages of five and twenty-one years. For the vast majority of Kansans, these laws and this education was embodied in the one-teacher, rural school.

A system for creating rural school districts was developed (as discussed earlier in this report) and schools erected to serve those districts. The intention of the school district organization was to place school houses not above three miles from each other so that no child would have to travel an inordinate distance to get there. Consequently, to meet this goal and serve the growing population of Kansas counties, school district organization grew and grew until, by 1896, there was

a total of 9284 school districts in Kansas.[2]

Already, however, by the first years of the new century came mutterings from certain county and state officials over the proliferation of what State Superintendent Jess Miley later called "cracker box or boxcar" schools. School officials were already becoming aware of the limited education that was available to students in rural schools. Superintendent Miley reported that:

> In Kansas in the year just closed (1924) we had 7339 one-teacher rural schools, and they furnished the only chance that 214,928 boys and girls had for an education. The majority were ... poorly heated, poorly lighted, dingy and unattractive. Many had no water supply; 1658 had no libraries, no books to read, and 2730 of the teachers in those schools had not even a high school education.[3]

Also, with the passage of time, population shifts were occurring as more and more families moved from one rural district to another, or moved out of the rural communities to towns and cities where better opportunities awaited. These population shifts caused many decreases in the student population in rural schools and in the taxpayers available to support a rural school. Miley continued:

> The average enrollment in those 7339 schools was 17, and the average attendance was only 13. Hundreds of those schools had only 10 enrolled, and 200 had 5 or less . . . In a few districts teachers were employed, but not a single child was in attendance.[4]

Many rural districts met this real problem by closing their schools on their own initiative and sending their children to

neighboring districts, where they attended on a tuition basis.[5]

Regardless of the high words Superintendent Miley and others had against the rural school, Kansas educators on all levels were truly concerned that the majority of children weren't being exposed to the broadest and best education they could have and would need, with the growing sophistication of the world around them. Even the best-intentioned rural school teacher was not equipped as an individual to be expert in all the growing areas of knowledge in science, mathmatics and social studies. Where there were becoming so few students in an average rural school, the opportunities for exchange of different ideas and exposure to new ways of doing things was indeed limited. Consolidation of districts was thought the best way to afford good schools, better teachers, broader curriculums and opportunity for extra-curricular activities.

The first steps in consolidation were taken about 1901. Though not much was accomplished immediately, gradual closing of rural schools and incorporation with other districts did take place rather steadily. In 1937, the School Equalization Law was passed by the Kansas legislature that cut state aid to schools with enrollments under twelve pupils in a one-teacher school (no state aid was to go to schools with an enrollment of under four pupils unless that school could show good reason why its students couldn't attend another school)[6] W. E. Sheffer, superintendent of Manhattan, Kansas, public schools, extolled these

changes: "It is gratifying to know that the closing of these one-teacher schools has resulted in improved educational opportunities for the children from their districts . . ."[7] He went on to cite the benefits accrued to students from forty eight schools that had been closed and their students taken to other schools:

1. Before, 11% of teachers held state certificates, 60% held county; after, 60% held state, 20% held county.
2. Before, 43 of the schools held 8 month terms, none had 9 month terms. After, 22 had 9 month terms.
3. Before, average teacher experience was 2.8 years, after, the average was 4.7 years.
4. Before, the average teacher had 2.8 hours of college work. After, average college training was 15.2 hours.
5. There was a reduction in cost of operations of 8.6%, though teachers' salaries were increased "rather markedly".[8]

The first major state legislation to require consolidation was enacted in 1945 but was declared unconstitutional two years later. Undaunted, legislative efforts continued until, in 1963, House Bill #377 was passed into law. This bill was aimed at the consolidation of rural school districts in order to establish a uniform system of schools, to have grades one through twelve be all in one district, and to use public funds more wisely.[9] This legislation established 106 planning boards (one for each county, with Johnson county having two boards), whose six members were appointed to serve, three members representing cities and three members representing the rural population. Each planning board surveyed its county's situation and drew up recommendations for

for the formation of one or more unified school districts, each proposed district to have an expected enrollment of 400 students in grades 1 through 12, or at least 200 square miles and $2 million valuation if a proposed district did not have an expected enrollment of 400 pupils.[10] After a planning board's recommendations were approved by the state superintendent, they were submitted to a county vote on June 2 and again on September 8, 1964. Almost all of these recommendations were defeated in the counties on the June 2 election (because few changes would be required in the city school systems, city dwellers by and large didn't even participate in the elections, thereby allowing overriding rural votes, whose electors turned out in droves)[11]

After initial defeat of their recommendations, a planning board either made revisions or else just let their original effort stand if they thought they'd come up with the only suggestions they could. Revised recommendations were put to the vote on September 8, 1964. In both elections a total of 794 non-unified school districts were disorganized across the state, and 139 unified districts were established. Those 139 unified districts had about 53% of the total number of pupils enrolled in the state's public schools.[12]

The brainstorm in this House Bill #377 was the provision that, should a planning board's recommendations be defeated in both elections, then individual school districts in a county could petition to become unified. The law allowed a petitioning

district to include in its petition territory beyond its own boundaries from non-high school territory and disorganized district territory not within an already established unified district.[13] This proviso succeeded where the election method failed, for in order to keep from losing territory to a petitioning district, a neighboring district would have to petition to be unified too, and so on in a sort of domino effect. The first petitions to unify were received on October 1, 1964; the first 138 petitions that were approved disorganized 799 school districts.[14] By the end of 1966 a total of 299 unified districts had been established and 1715 districts had been disorganized.[15] By the time the state was nearly all unified, mandatory unification was imposed on the last few hold outs and the last of the rural schools disappeared.

The closing of the rural schools was a serious and emotional question for the patrons of those schools. Members of the School District Organization division of the State Department of Education conducted meetings throughout the state to explain the procedure of reorganization and perhaps convince these rural patrons of the necessity of the movement. Though the state officials rarely had problems at these meetings, local officers charged with conducting the final closings of country schools unfortunately did occasionally experience harrassment, vandalism, and threats as they performed their duties.[16] Local patrons were experiencing the frustration of being helpless in front of the virtually inevitable dissolution of their schools and attendant removal

of the pin that held their local rural communities together.

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No longer used for their original educational purposes, those country schools that have not been torn down have been metamorphosed to serve a variety of other uses. Happily, some of these new uses are still educational for today's young people.

When the rural schools were closed, the buildings and furnishings were sold at auction. The buildings themselves have been used as homes, machine sheds, or for hay and grain storage, or they have just been left vacant. The furnishings - bells, desks, wall decorations, blackboards, stoves, etc. - were often purchased for sentimental reasons by former students. This portable memorabilia has become somewhat scattered in the counties but the owners generally have showed great attachment to these mementos of their school time. There are, however, numerous cases in Kansas where such mementos have been donated to help furnish school houses that have been rehabilitated into local museums of rural education. At least one such school, Vicker school, district #49 in Miami county, Kansas, has been privately rehabilitated by the present owners, Mr. and Mrs. Ted Alpert, but generally such rehabilitative efforts are undertaken by community groups and local historical societies. The Marysville city park in Marshall county has a school house that has been moved into town, refurbished, and opened for community use as a museum. A rural school that was moved onto the grounds of the Sunflower State Expo in Topeka opens its doors to groups

of school children who get the chance to experience what it was like when their grandparents went to school. The Honey Creek school in Mitchell county, Kansas was moved to a roadside park on U. S. Highway 24 in Beloit and is now designated as a national monument affiliated with the Library of Congress. The lovely, native stone Snokomo school in rural Wabaunsee county was restored at its original location by the Silent Workers Club of Paxico, Kansas, and now operates as a museum. The Cottonwood school south of Wamego, Kansas, is used as a 4-H and community building, as is the Adams Creek school in Pottawatomie county. The large and stately one-room Sales school in Pottawatomie county is maintained by the Sales community as a meeting place. Again, many of the informants who have corresponded with the writer have indicated a genuine desire to preserve old school buildings in their areas if funds were available.

FOOTNOTES

[1]Jess W. Miley, "Crackerbox schools and suitcase teachers are depriving country children of the education they deserve", Country Gentleman, 89(October 4, 1924), 8.

[2]George D. Keith, Reorganization of school districts in Kansas, (Topeka, Ks.: Kansas state department of education, 1970), p. 1.

[3]Miley, p. 8.

[4]Miley, p. 8. George D. Keith, Director of Unification in Kansas from 1963 to 1973, reported an incidence where a district opened school in the fall, paying the salaries of two teachers, two cooks, and a custodian though there were no pupils in the district to attend. (Personal communication, George D. Keith, Topeka, Kansas. January 5, 1981)

[5]This was later one method used in a last ditch effort to keep some rural one-teacher schools in operation, as a number of districts banded together to support the continuance of at least one local school house. (Personal communication, Mrs. Rose Watters, Blue Rapids, Kansas. November 21, 1980)

[6]State of Kansas session laws, 1937, (Topeka, Ks.: State printing plant, 1937), p. 494.

[7]W. E. Sheffer, "Eliminate small schools", Progress in Kansas, 3(November 1937), 6.

[8]Ibid., p. 6.

[9]Personal communication, Mr. George D. Keith, Topeka, Kansas. January 5, 1981.

[10]Keith, p. 3.

[11]Ibid., p. 5.

[12]Ibid., p. 4-5.

[13]Ibid., p. 6

[14]Ibid., p. 6.

[15]Ibid., p. 7.

[16]Personal communication, Mr. George D. Keith, Topeka, Kansas. January 5, 1981.

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The following pages are from Rural schools in Kansas, a study of their physical condition and recreational equipment, by the Kansas state planning board, 1935.

In November, 1934, the State planning board, using WPA relief labor, conducted a survey of the physical condition of school buildings and grounds in cities of the third class and in rural districts in Kansas. This study was to supplement other studies being conducted at approximately the same time period, to aid in evaluating the different proposals being then made as to the fate of the rural schools. The results of this survey, it was also hoped, would generate work relief projects to upgrade the condition of school buildings and grounds. The sample statistics on the following pages are interesting in that they provide a picture of what schools were like in a typical county at the time the first real efforts at consolidation were being instituted.

RURAL SCHOOLS IN KANSAS

A Study of Their Physical Condition and Recreational Equipment

KANSAS STATE HISTORICAL SOCIETY

A Report of the
Kansas State Planning Board

KL
351.8
K13r

K35

Topeka,
Kansas

March
1935

RILEY COUNTY

Number of Schools 89

Normal Capacity 2,901 --- Actual Enrollment 1,687

Number of Schools	Enrollment	Average Capacity
25	1 to 9	20
39	10 to 19	23
6	20 to 29	41
6	30 to 39	55
2	40 to 49	65
*7	over 50	103

*(Average Capacity 103---Average Enrollment 81)

4 Schools closed.

Recreational Equipment

8 Schools have no recreational equipment
80 Schools have no rods
80 Schools have no slides
51 Schools have no teeters
32 Schools have no ball fields
54 Schools have no merry-go-rounds
64 Schools have no swings
9 Schools have no supervised play

25 Schools enrollment less than 10

5 Schools have no recreational equipment---Dist. #71, 68, 65, 32, 21
1 School has 1 swing---Dist. J.3
1 School has 1 set of rods---Dist. #31
1 School has 1 merry-go-round---Dist. #61
6 Schools have 1 merry-go-round and 1 ball field---Dist. J.49, 28, 23, 57, 43, 50
1 School has 1 slide and 1 merry-go-round---Dist. #63
2 Schools have 1 teeter and 2 ball fields---Dist. #67, 35
1 School has 1 teeter---Dist. #51
1 School has 1 merry-go-round, 2 teeters---Dist. #47
1 School has 2 teeters---Dist. #75
1 School has 1 swing, 1 ball field, 2 teeters---Dist. #38
1 School has 1 rod, 1 teeter, 1 ball field---Dist. #62
1 School has 1 teeter, 1 merry-go-round, 1 swing---Dist. #11
1 School has 1 ball field, 3 teeters---Dist. #24
1 School has 2 teeters, 2 ball fields, 1 merry-go-round, 2 swings---Dist. #48

Riley County (Continued)

39 Schools enrollment 10 to 19

2 Schools have no recreational equipment---Dist. #40, 73
3 Schools have 1 merry-go-round---Dist. #44, 34, Jt.1
3 Schools have 1 ball field---Dist. #53, 26, 52
3 Schools have 1 ball field, 1 swing---Dist. #58, 55, 17
4 Schools have 1 ball field, 1 merry-go-round---Dist. #39, 33, 3, 66
1 School has 1 merry-go-round, 1 swing---Dist. #25
1 School has 1 teeter, 1 swing---Dist. #46
1 School has 2 teeters---Dist. #J.13
1 School has 2 rods---Dist. #12
1 School has 2 swings---Dist. #60
1 School has 3 ball fields---Dist. #27
1 School has 1 slide, 2 ball fields---Dist. #10
2 Schools have 2 teeters, 1 ball field---Dist. #37, 69
3 Schools have 2 teeters, 2 ball fields---Dist. #76, 20, 14
1 School has 2 teeters, 1 swing---Dist. #79
1 School has 1 teeter, 1 ball field---Dist. #41
2 Schools have 2 teeters, 1 merry-go-round---Dist. #J.15, 80
1 School has 1 rod, 1 teeter, 1 ball field---Dist. #56
1 School has 1 teeter, 1 ball field, 1 swing---Dist. #78
1 School has 1 teeter, 1 merry-go-round, 1 swing---Dist. #Jt.9
2 Schools have 1 slide, 1 teeter, 1 ball field, 1 merry-go-round---Dist. #74, J.7.
1 School has 1 rod, 1 teeter, 2 ball fields, 1 swing---Dist. #19
1 School has 2 teeters, 1 ball field, 1 merry-go-round, 2 swings---Dist. #70
1 School has 2 rods, 1 slide, 1 teeter, 1 ball field, 1 merry-go-round---Dist. #J.64

6 Schools enrollment 20 to 29

1 School has 2 ball fields---Dist. #54
1 School has 2 ball fields, 1 merry-go-round---Dist. #42
1 School has 2 teeters, 1 ball field, 2 swings---Dist. #2
1 School has 3 teeters, 1 ball field, 2 merry-go-rounds---Dist. #36
1 School has 1 slide, 2 teeters, 1 ball field, 1 merry-go-round---Dist. #1
1 School has 1 slide, 2 teeters, 1 ball field, 2 swings---Dist. #45

6 Schools enrollment 30 to 39

1 School has no recreational equipment---R. H. S. Jt.6
1 School has 3 ball fields---Dist. #J.2
1 School has 4 teeters, 1 ball field---Dist. #29
1 School has 1 teeter, 1 merry-go-round, 1 swing---Dist. #13
1 School has 1 rod, 1 teeter, 1 ball field, 1 merry-go-round---Dist. #6
1 School has 2 teeters, 2 ball fields, 1 merry-go-round, 2 swings---Dist. #J.22

Riley County (Continued)

2 Schools enrollment 40 to 49

1 School has 1 rod, 2 ball fields, 2 swings---Dist. #7
1 School has 2 ball fields---R. H. S. #1

7 Schools enrollment over 50

1 School has 3 ball fields---Dist. #5
1 School has 2 teeters, 2 ball fields, 1 merry-go-round, 2 swings---Dist. #59
1 School has 1 teeter, 1 ball field, 2 merry-go-rounds, 3 swings---Dist. #Jt.5
1 School has no equipment except gymnasium---Dist. #4
1 School has 1 slide, 3 teeters, 1 ball field, 1 merry-go-round---Dist. #15
1 School has 2 ball fields---Dist. #Jt.3
1 School has 1 ball field, 1 swing---Dist. #9

Buildings

Date of Construction of School Buildings

1851-1899---42
1900-1909---20
1910-1919---14
1920-1929---10

3 Schools no date available

13--2 story buildings, 3 without basements, 2 have classes in basements

74--1 story buildings, 59 without basements, 1 has classes in basement

2--2 story buildings without fire escapes---Jt.6 R. H. S., Dist. #47 (frame)

Condition	Walls
7 very poor buildings	44 frame
7 poor buildings	13 brick
49 fair buildings	29 stone
17 good buildings	3 concrete
6 very good buildings	
3 no report	

Riley County (Continued)

Very Poor Buildings	Poor Buildings
Dist. #77-wood-no date	Dist. #60-wood-1900
Dist. #18-stone-no date	Dist. #62-wood-1900
Dist. #68-wood-1900	Dist. #32-stone-1890
Dist. #65-wood-1895	Dist. #33-wood-1905
Dist. #71-wood-1894	Dist. #Jt.1-wood-1900
Dist. #73-concrete-1890	Dist. #2-wood-1900
Dist. #16-stone-1874	Dist. #46-stone-1900

Equipment

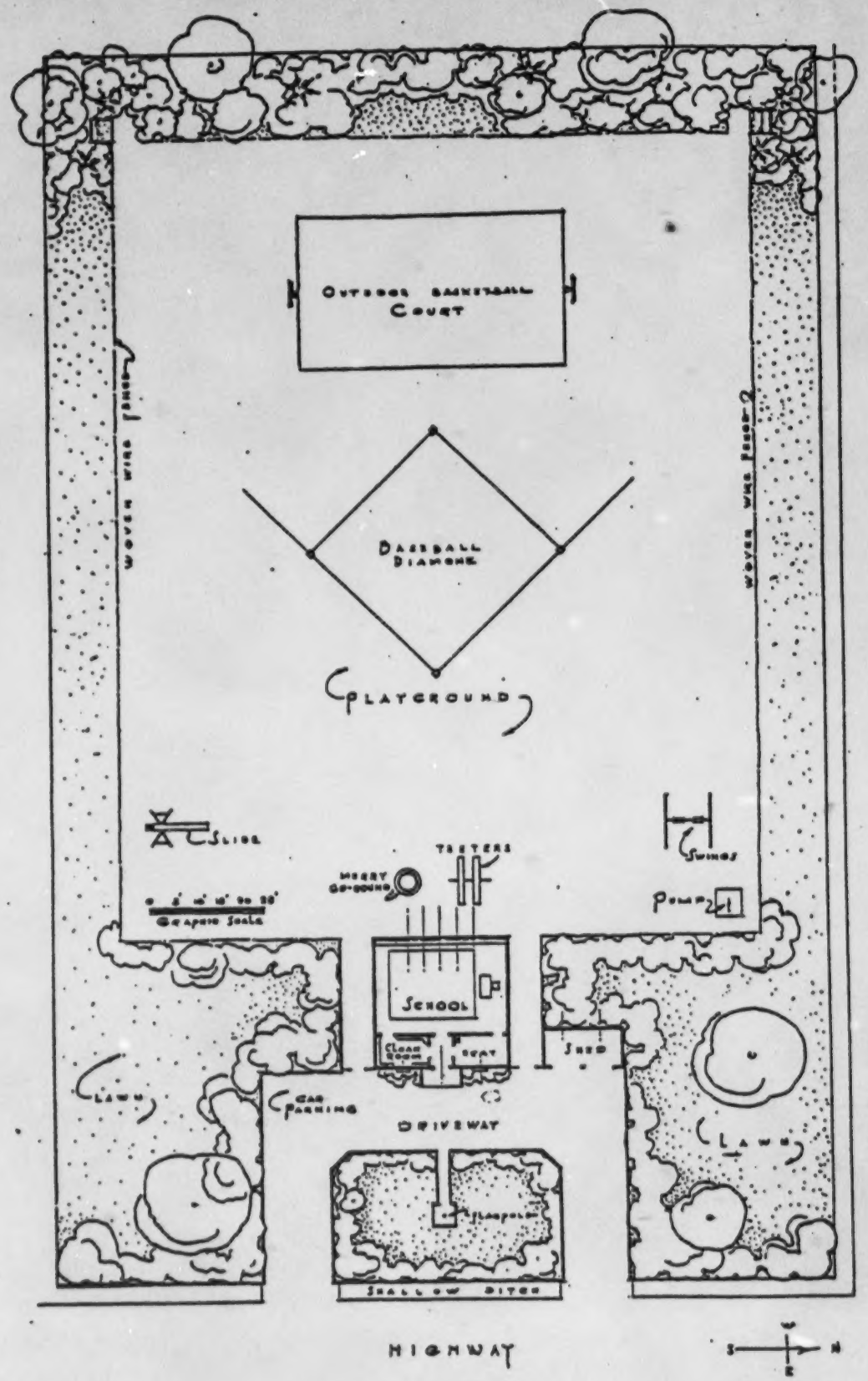
Method of Heating	Fuel Used
48 stoves	79 coal
32 furnaces	10 wood
9 steam	

Ventilation	Water Supply
85 none	68 wells
1 forced	6 city
3 roof	15 hauled---Dist. #J.2, Jt.9, 14, 18, 21, 25, 47, 48, 52, 58, 65, 68, 73, 75, 77

Toilet Facilities	Sanitation
79 Outdoor toilets	79 Privies
10 Indoor toilets	7 Septic tanks
	3 City sewers

Safety Factors

65 Schools not completely fenced
30 Schools too close to road
9 Schools have unprotected scrapers
3 Schools need repairs
2 Schools need interior decoration
1 School has 6600 volt electric line back of building---Dist. #17



MODEL RURAL SCHOOL GROUNDS

Area 1 One Acre

Prepared by the Kansas State Planning Board

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The following pages are from Sessions laws of the state of Kansas, 1963.

CHAPTER 393

UNIFORM SYSTEM FOR FREE PUBLIC SCHOOLS

House Bill No. 377

AN ACT relating to public schools; providing for establishment of a uniform system of free public schools for grades kindergarten through twelve, inclusive; prescribing procedure for establishing unified school districts and disorganization of school districts; providing for continuation of extension courses and grades 13 and 14 where authorized by law; providing for the planning and recommending of unified school district boundaries by locally selected persons, and that the state superintendent make certain orders concerning school districts; providing for elections in certain cases; providing for petitions and other procedures in certain cases; providing for temporary limited powers and duties and for a permanent governing body for each unified district; prescribing certain duties and obligations and conferring certain powers and authorities; providing manner of election of unified district board members and providing for optional types of election in certain cases; providing for appointment of certain officers and employees; prescribing certain enforcement measures; providing for and limiting transfers as therein defined of school territory in certain cases; providing for transfer of assets and records and for assumption of certain indebtedness and continuing liability for bonded indebtedness; authorizing equitable settlement or litigation of certain obligations which may arise among school districts; providing for reports to the legislative council in certain cases; limiting power and authority to issue bonds of school districts in certain cases; prescribing certain powers of taxation; providing certain minimum standards for unified school districts; designating an urban area; providing certain special provisions in certain specific cases; amending section 10-119 of the General Statutes of 1949 and sections 75-2315 and 75-2316 of the General Statutes Supplement of 1961, and repealing said original sections.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. *Declarations.* The legislature hereby declares that this act is passed for the general improvement of the public schools in the state of Kansas; the equalization of the benefits and burdens of education throughout the various communities in the state; to expedite the organization of public school districts of the state so as to establish a thorough and uniform system of free public schools throughout the state whereby all areas of the state are included in school districts which maintain grades one (1) through twelve (12), and kindergarten where desired; and to have a wiser use of public funds expended for the support of the public school system of the state. To these ends this act shall be liberally construed.

SEC. 2. *Definitions and terms.* As used in this act, unless the context otherwise requires: (1) The term "state superintendent" means the state superintendent of public instruction.

(2) The term "county superintendent" means county superintendent of public instruction.

(3) The term "planning unit" means one of the primary units of organization that the territory of the state is divided into by this act for the purpose and function of planning the territorial extent and boundaries of proposed unified districts of the state, with every planning unit being under the general supervision of the state su-

perintendent, and the functions of each planning unit being independently administered locally under authority conferred by this act upon one individual planning board for each planning unit.

(4) The term "home county" means: (*a*) as applied to a planning unit or planning board, the particular county with which a particular planning unit, or planning board, is principally associated and mainly related in territory and residents, such that more than one-half of the area of such particular county is included in such particular planning unit; and (*b*) as applied to unified districts, the county designated by the state superintendent in his organization order as the home county of the unified district; and (*c*) as applied to a proposed unified district, the county so designated in recommendations unconditionally approved by the state superintendent.

(5) The term "planning board" means one of the six member administrative bodies provided to be established by this act, upon which this act imposes certain planning duties and functions and confers authority to carry out such planning.

(6) The word "board" means one of the unified school district boards of education provided for by this act and such board being the governing body of a unified district.

(7) The term "unified district" means a school district organized under the authority of this act.

(8) The term "city district" means the school district of a board of education of a city of the first or second class.

(9) The term "boards of city districts" means boards of education of cities of the first and second class.

(10) The term "board of the city district" means the board of education of a city of the first or second class.

(11) The term "selection committee" means one of the organizational bodies provided to be established by this act, and the sole function of each such body being the selection of all or part of the members of the planning board for the planning unit of such selection committee.

(12) The term "disorganized district" means any school district of an type disorganized pursuant to this act.

SEC. 3. *Planning units; territorial extent.* (*a*) All of the territory of the state is hereby divided into one hundred and six (106) planning units such that there is one planning unit for each county in the state except Johnson which shall have two (2) planning units, one (1) of which shall be comprised of the territory of rural high-school district No. 6 (Shawnee Mission) and the other of which shall be the territory which, under the provisions of this act, comprises the planning unit of Johnson county except for said rural high-school district No. 6. Each planning unit shall consist of the following: (1) All of the territory within every common-school district, the main school building of which is located in the home county of such planning unit unless such common-school district has more than one main school building, in which case the provisions next following shall apply, and (2) all of the territory within every common-school district which has more than one main

school building and the greater part of the territory of which is in the home county of such planning unit, and (3) all of the territory within every city district of such home county, and (4) all of the territory in such home county that is not in any common-school district. An individual planning board shall be selected for each planning unit. Each planning board shall have authority over and responsibility for the planning unit of residence of the members of such planning board, and such authority and responsibility shall be for the purposes, functions, duties and period specified in this act. The members of each planning board shall be selected and each planning board shall be constituted as provided in this act.

(*b*) The territory comprising (Shawnee Mission) rural high-school district No. 6 of Johnson county, Kansas, is hereby designated and declared to be an urban area for the purposes of this act.

SEC. 4. *Membership and procedure of selection committees.* On or before June 1, 1963, the boards of school districts of every type, all or the greatest part of the territory of which is located within each individual planning unit, except board of city districts shall each select one of its members to serve as a member of the selection committee of the planning unit. The clerk of each such board shall certify the name and mailing address of the member so selected to the county superintendent of the home county of the planning unit. On or before June 4, 1963, each such county superintendent shall compile a list of names of members so certified, and the persons named on such list shall comprise the selection committee for such planning unit.

Each selection committee shall meet on or before June 15, 1963, to make the selections herein provided. Each county superintendent shall call the first meeting of his selection committee, stating the time and place of such meeting in a written notice thereof, which he shall mail to each member on such list at least two (2) days prior to such meeting.

The county superintendent of the home county of the selection committee shall be an ex officio member of the selection committee, without vote, and shall serve as secretary of the selection committee. Each selection committee shall elect one of its members chairman. Such chairman shall serve until the duties of the selection committee are completed. After the selection committee has made its selections, the names of the members of the planning board selected by such selection committee shall be certified by the county superintendent to the state superintendent no later than two (2) days after the date of the selection committee meeting. Boards of city districts shall certify the names of the planning board members selected by them to the state superintendent within two (2) days after such selections are made.

SEC. 5. *Composition of planning board; qualifications of members.* (*a*) Where there is no city district in a planning unit, the selection committee of such planning unit shall select six (6) per-

sons who are resident electors of the planning unit to be members of the planning board of such planning unit as provided in subsection (*e*) of this section.

(*b*) If there is one and only one city district in a planning unit, the planning board of such planning unit shall have six (6) members selected as follows: The selection committee shall choose three (3) persons who are resident electors of the planning unit but who reside outside of such city district, and the board of such city district shall choose three (3) members, who are resident electors of the planning unit and who reside inside of such city district.

(*c*) If there are two (2) or more city districts in a planning unit, the planning board of such planning unit shall have six (6) members selected as follows: The county superintendent shall call a meeting of the boards of city districts in the planning unit. Such boards shall jointly select three (3) members who are resident electors of such city districts, and the selection committee shall select three (3) members, who are resident electors of the planning unit but who reside outside of such city districts.

(*d*) Selections to be made by boards of city districts shall be made on or before June 15, 1963.

(*e*) If there is no city district in the planning unit, the selection committee shall choose (1) three persons each of whom resides and owns real property within a third class city or a second class city not having a board of education, and (2) three members who reside outside of such cities.

(*f*) In any planning unit over half of the territory of which is comprised of school districts organized pursuant to section 72-6608 of the General Statutes Supplement of 1961 *et seq.*, the members of the planning board from city districts shall be chosen as above provided, and the three members not from city districts shall be selected as follows: Each board of education of a district organized pursuant to said section 72-660S shall appoint one member to the planning board.

(*g*) No planning board member shall be an employee of any school board and none shall be an elective official of any city, county or the state.

SEC. 6. *Filling vacancies on planning board.* In the event of resignation, death or other disqualification of a planning board member, who was selected by a selection committee, the chairman of the selection committee shall recall the selection committee and select a properly qualified member to fill such vacancy. In the event of resignation, death or other disqualification of a planning board member who was selected by one or more boards of city districts, then, the board or boards who selected such member shall select a properly qualified member to fill such vacancy.

SEC. 7. *Failure to select planning board members; remedy.* In the event that a duly constituted planning board has not been selected in any planning unit by July 1, 1963, the state superintendent shall select and appoint members of the planning board as

follows: (1) If neither the selection committee nor the city boards of a planning unit have duly selected members of the planning board, then, the state superintendent shall select and appoint any six (6) persons who qualify as provided in section 5 of this act to be members of such planning board or, (2) if the selection committee has duly selected members for the planning board but the city board or boards in such planning unit have failed to make their selections, or if the city board or boards have duly selected members for the planning board but the selection committee has failed to make its selections, then in either event the state superintendent shall appoint persons who qualify as provided in section 5 of this act to be members of such planning board in lieu of the members who should have been selected but were not.

SEC. 8. *Planning board; organization; finances.* Each planning board shall hold its first meeting on or before July 3, 1963. The planning board shall elect one of its members to be chairman and another member to be vice-chairman. Place and time of later meetings and other business of such board shall be determined and conducted as such board deems proper, so long as the board actions do not conflict with this act, and so long as the board performs the duties directed by this act.

The county superintendent of the home county of the planning board shall serve as its secretary and shall perform such duties as it directs. The board of county commissioners of the home county of the planning board shall provide funds for the planning board in accordance with the reasonable requests of the planning board. Such funds shall be used for attorney fees, office expense, clerk and secretarial hire, travel and subsistence expense, and for postage and miscellaneous expenses of the planning board, within the financial limits provided by the board of county commissioners of the home county. Commencing on July 1, 1963, the salary of each county superintendent shall be increased in the amount of twenty dollars ($20) per month for a period to end when the reorganization needs are substantially ended as hereinafter provided, but such period shall not exceed two (2) years. Such expenditures of the planning board and election expenses paid by the county as provided for in this act shall be paid from the general fund of the home county and shall be vouchered and paid as other county expenses, except that the provisions of the budget law of the state shall not apply to such expenditures made in the year 1963. Fifty percent (50%) of the total amount so paid each month from the county general fund shall be reimbursed out of funds appropriated therefor in the state treasury. The state controller is hereby authorized to draw his warrants therefor on the state treasurer payable to the county treasurers of the proper counties for such reimbursements upon the presentation of duly itemized and verified vouchers of the various boards of county commissioners. Upon re-

ceipt thereof the county treasurers shall credit the same to the county general fund.

The state superintendent shall keep himself informed of the reorganization financial needs of each of the county superintendents' offices of the state. When such needs, including disorganization needs, are substantially ended the state superintendent shall so advise the board of county commissioners, and no expenditures made after such date shall qualify for state financial participation under this section.

SEC. 9. *Planning board study.* Each planning board, in formulating its recommendation to the state superintendent for territorial extent and boundaries of unified districts as herein provided, shall complete a study which shall consist of the following: Such board shall make a listing of the types of school districts in its planning unit which listing shall show for each, the school enrollments, enrollment trends, educational program offerings at kindergarten, elementary and secondary grade levels including special services in areas of health, physical education, music, art, special education programs, vocational and trade courses, and counseling and guidance services. Such board shall prepare a summary explaining the most important facts concerning utilization of school facilities, financial data relating to assessed valuation, assessment ratios, mill levies for school purposes, bonded indebtedness, capital investment, school transportation including bus routes, roads, number of students transported, and terrain and topography of the planning unit, as such matters exist in the planning unit. The list and summary to be made pursuant to this section shall constitute a public document and shall be made available to residents of the planning unit on or before January 1, 1964.

The hearings required by section 11 of this act are expected to be informative to the members of the planning board, and should be conducted in an orderly and studious manner. Each planning board is directed to give careful attention to social and economic characteristics and needs of areas and groups of people along the boundaries of the planning unit. Each planning board should conduct hearings in such a way that there is ample opportunity for the planning board members to become advised of such characteristics and needs. The list and summary provided for in this section should reflect the information so derived. Such list and summary shall accompany the recommendations of the planning board when submitted to the state superintendent.

The state superintendent and his staff shall aid, advise and assist each planning board in the performance of its study duties by furnishing literature suggesting procedures, methods, forms, diagrams or maps and any other necessary or suitable materials for such study; and by providing consultation services to the extent practicable, within appropriations made therefor by the legislature.

SEC. 10. *Gray-area territory transfers.* As used in this section, the term "gray-area" means any part of a joint rural high-school

is not (under the provisions of section 3 of this
the same planning unit as the main school building
ural high-school is located.
October 1, 1963, there shall be held a meeting of
siding in each gray-area in the state. At least ten
or to any such meeting the county superintendent
n which such a main school building is located shall
three conspicuous places in each gray-area, notifying
ctors of such gray-area of the time and place of such
purpose of each such meeting shall be to determine
he desire of such electors that such gray-area be
n the planning unit in which such gray-area is lo-
lanning unit in which the main school building of
h-school district is located. Such county superin-
attend each such meeting and serve as chairman
hall explain to the persons present the purposes of
nd permit discussion by interested persons. After
on and discussion, the county superintendent shall
(1) ballot to each such elector residing in such
is in attendance at such meeting. Such ballots shall
that such elector may vote in favor of transfer of
or against transfer of such territory. Each ballot
eturned to the county superintendent, and he shall
ulate the same and thereafter file such ballots in
ords of his office. If a majority of such ballots in
gray-area are in favor of the transfer of such terri-
ty superintendent shall so declare and certify such
irman of the planning units involved.
t of a certification that a majority of the electors
rticular gray-area are in favor of the transfer of such
e planning unit where the rural high-school building
two planning boards involved shall consider the
such transfer. If either one or both of such planning
favor of such transfer, the same shall be transferred,
o the approval thereof by the state superintendent
provided. The chairman of each of such planning
romptly, and prior to October 5, 1963, report to the
ndent the result of the vote taken in each gray-area
of his planning board with respect to such transfer.
ipt of any such report the state superintendent shall
ether such gray-area shall be transferred from one
to the other, and shall promptly issue an order
e same or refusing to transfer the same. Such de-
the state superintendent shall be conclusive, and
of his order for any transfer under the provisions
, such gray-area shall be included in and be a part
g unit to which it is transferred by such order.
nning boards; recommendations for districts. After
the study described in section 9 of this act, the
d shall formulate recommendations for territorial

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extent and boundaries of one or more unified districts. The following requirements shall be met and followed by planning boards in making their recommendations: (*a*) Such recommendations shall comply with the standards and be consistent with the purposes expressed in this act.

(*b*) The boundaries of each proposed unified district shall be described in such recommendations.

(*c*) Each proposed unified district shall have an expected enrollment of at least four hundred (400) students in its school in grades one (1) through twelve (12) on the first September 15 after the effective date of organization of such district: *Provided, however,* That notwithstanding the foregoing provision, any planning board may recommend the creation of a unified district or unified districts with less than four hundred (400) students if each such district shall have at the time of its organization no less than two hundred (200) square miles of territory, and an assessed valuation of two million dollars ($2,000,000). Careful consideration shall be given to the grade and curriculum requirements of section 22 of this act, and no unified district shall be proposed in which it would be manifestly impracticable to maintain, offer and teach the grades and units of instruction as specified in said section 22.

(*d*) All of the territory in every planning unit shall be included in some unified district.

(*e*) No recommendation of any planning board shall provide that any of the territory of the planning unit be excluded from the proposed unified district or districts of such planning unit, except upon the prior consent in writing of an adjacent planning board or boards, agreeing to accept such territory and include the same in some specific unified district or districts.

(*f*) No recommendation of any planning board shall provide for the inclusion in any of its unified districts of any territory of any other planning unit, except upon the prior consent in writing of the planning board of such other planning unit agreeing to such inclusion.

(*g*) More than one-half of the territory of each proposed unified district shall be within the home county of the planning board proposing such unified district: *Provided,* Where there is included in any proposed unified district a main high-school building, the planning board may recommend that the rule of this subsection (being section 11(*g*)) not apply, and such planning board may propose the designation of the home county of such planning board as the home county of the unified district. If the state superintendent is of the opinion that such designation will not give rise to problems of taxation and/or election procedure impracticable of solution he may approve such recommendation.

(*h*) The territory in each proposed unified district shall be comprised of one contiguous compact area.

(*i*) All of the territory within the boundaries of any city district shall be recommended to be included in one and only one unified district.

The chairman of each planning board is directed to arrange for

one or more joint meetings of his planning board with each of the planning boards of all of the adjacent planning units. Such chairman and such joint meetings are authorized to consider and discuss the need, if any, for transfer of territory from one planning unit to another. Each planning board is hereby authorized to enter into written agreement with the planning board of any adjacent planning unit for the inclusion of territory of one planning unit in a specific proposed unified district of the other planning unit. Such agreements shall be executed by the chairman on authorization by a majority vote of the members of his planning board, for which purpose the chairman's vote shall be counted. No agreement for transfer of territory shall be binding upon the state superintendent in the performance of his duties under this act.

No agreement for transfer of territory shall be made which tends to hinder the expressed purposes of this act or violate any standard or requirement imposed by this act.

The recommendations provided for in this section shall show the approximate relationship of the boundaries of the proposed unified district or districts to the boundaries of existing school districts, and county and city boundaries. Each planning board shall conduct at least one public hearing at some place in the planning unit to consider suggestions, and hear all interested persons on the matter of the boundaries of each proposed unified district. At least one such hearing shall be held for each proposed unified district. Notice of each such hearing shall be given by publication for two (2) consecutive weeks in a newspaper of general circulation in the planning unit, the last publication to be not more than eight (8) and not less than three (3) days prior to the date of such hearing. After such hearings are completed and before March 1, 1964, recommendations of each planning board shall be first submitted to the state superintendent for his approval.

SEC. 12. *Planning boards; recommendations for type of elections for unified district board members.* The recommendations provided for in this section shall be included with the recommendations directed to be submitted and processed under the provisions of section 11 of this act, and shall be summarily described in the notice of election on approval of unified districts. Each planning board shall recommend, except as is otherwise provided at the end of this section, that the regular members of the unified district board of education shall be elected according to one of the following optional methods: (1) Division of the entire unified district into six designated geographical subdivisions, to be known as member districts, each of which member districts shall be represented on the board by one member who shall be a resident of such member district and who shall be elected by the vote of the electors in his member district, hereinafter called "six-member election"; and whenever the recommendation of the planning board is for six-member election, the planning board shall include in its recommendations the boundaries of such proposed member districts and number the same from one through six. The unified district board

member numbered one shall be from the number one district, and in like manner each unified district board member shall be from the like numbered member district; or (2) division of the entire unified district into three designated geographical subdistricts, to be known as member districts, each of which member districts shall be represented on the board by two members who shall be residents of such member district but who shall be elected by the vote of the electors of the entire unified district, hereinafter called "three-district election"; and whenever the recommendation of a planning board is for three-district election, the planning board shall include in its recommendations the boundaries of such proposed member districts and designate one of such member districts to be called "1-4 member district," one to be called "2-5 member district," and the third to be called "3-6 member district." The unified district board members numbered 1 and 4 under the three-district election method shall be resident electors of the 1-4 member district; such members numbered 2 and 5 shall be resident electors of the 2-5 member district; and such members numbered 3 and 6 shall be resident electors of the 3-6 member district.

Each member district shall be comprised of one contiguous compact area, and such member districts shall have equal population as nearly as is practicable.

The method of election in any unified district comprised all or partly of a disorganized school district of a board of education of a city of the first or second class having a population of more than ten thousand (10,000) persons shall be by election at large from the entire unified district by the resident electors of the district, hereinafter called "election at large." No recommendation shall be made by the planning board concerning method or type of election for a proposed unified district in which such a city district is located. The unified district board members may reside in any part of the unified district.

SEC. 13. *Unified district approval.* Upon receiving the recommendations of any planning board, the state superintendent shall (1) unconditionally approve the same, or (2) approve the same on condition that recommended changes are made therein, which changes and the reasons therefor shall be specified in detail, or (3) disapprove such recommendations and specify in detail his reasons therefor. The reasons so specified shall bear a direct relationship to the expressed or implied provisions or purposes of this act. He shall then notify the planning board that submitted such recommendations of such action. If the state superintendent unconditionally approves the recommendations, the same may be voted on as hereinafter provided. If the state superintendent has given only conditional approval or has disapproved the same, the planning board may either make the changes specified or prepare a second set of recommendations, and in either case, shall submit the same to the state superintendent for approval.

After the state superintendent has given unconditional approval to the proposed unified district boundary recommendations of a

planning board, an election shall be held in such planning unit upon the proposition of approval or disapproval of forming the recommended unified district or districts. If the state superintendent's unconditional approval has been given by May 1, 1964, such election shall be conducted on the first Tuesday in June in 1964. If such approval has not been given by May 1, 1964, but is given by August 1, 1964, such election shall be held on the second Tuesday in September in 1964. If the proposition to form one or more unified districts is approved at such June, 1964, election, the planning board shall certify that fact to the state superintendent, who shall issue an order organizing such unified district or districts effective on January 1, 1965, for the limited purposes hereinafter specified and effective for all purposes on July 1, 1966. If the proposition is not approved at such June, 1964, election, the planning board may modify its recommendations and resubmit them as modified to the state superintendent on or before July 1, 1964. Such modified recommendations shall be processed by the state superintendent as is provided above for original recommendations. If the state superintendent has given his unconditional approval to such modified recommendations by August 1, 1964, a second election shall be held in such planning unit on the second Tuesday in September in 1964, upon the proposition of approval or disapproval of forming the unified district or districts described in such modified recommendations. If the proposition to form a unified district or districts is approved at the September, 1964, election, whether it be the first or second election in the planning unit, the planning board shall certify that fact to the state superintendent, who shall issue an order organizing such unified district or districts effective on January 1, 1965, for the limited purposes hereinafter specified and effective for all purposes on July 1, 1966. In the event that neither a proposition on original recommendations nor a proposition on modified recommendations is approved by the electors of a planning unit, the planning board and the state superintendent are directed to prepare separate reports to be presented to the legislative council on or before November 10, 1964, stating in concise terms the cause of failure to obtain voter approval, if known. In all such cases, in addition to making such report the state superintendent shall attach each gray-area (or any part thereof) that is not included within some approved unified district to an adjoining unified district, if practicable, and, if not practicable, then to some other appropriate district. At any time after October 1, 1964, any rural high-school district, the board of any city district, the board of any district organized pursuant to 72-6601, *et seq.*, or 72-6608, *et seq.*, of the General Statutes Supplement of 1961, or any district operating under 72-3532, *et seq.*, of the General Statutes Supplement of 1961 may, in the manner hereinafter provided, petition the state superintendent for the establishment of a unified district comprised of territory which shall be described in such petition and such territory shall meet requirements as hereinafter provided. (*a*) The petitioning school board

shall adopt a resolution authorizing the execution of the particular petition that is to be presented to the state superintendent. (*b*) The territory described in such petition shall include at least eighty percent (80%) of the territory and population of the rural high-school district and may include territory outside of such rural high-school district within the following limitations: (1) Such outside area shall comprise no more than ten (10) square miles, (2) such outside area shall not include any part of any unified district or city district, unless it includes all of such unified district or city district, (3) such outside area shall not include territory having an assessed valuation of more than one million dollars ($1,000,000) of any rural high-school district, if such territory is subject to taxation for payment of school bonds of such other rural high-school district. (*c*) The method of election of members of the board of the unified district shall be stated in such petition and recommendations for member district boundaries shall be given in such petition, if needed. Such method and recommendations shall conform to the provisions of this act.

Upon receiving such a petition the state superintendent shall consider the same, and if such petition meets the requirements herein provided for such a petition, and if the proposed unified district meets the requirements of section 11 (*a*), (*c*), (*g*) and (*h*) of this act, and if the state superintendent is of the opinion that establishment of such unified district is consistent with the purposes named in this act, he shall issue his order establishing such district as a unified district. Such order shall meet the requirements of section 15 of this act insofar as the same can be made applicable. If some existing district is divided by the organization of such unified district, but the remaining territory of such territory is adequate in size to remain organized, in the opinion of the state superintendent, he shall so order, but otherwise such organization order may attach any remnant school territory of disorganized districts to some appropriate district or districts. In all other respects the provisions of this act shall apply to such unified district insofar as the same can be made applicable.

Each election provided for in this section shall be conducted by the election commissioner if there is one in the home county and otherwise by the planning board. Such election commissioner or planning board, as the case may be, shall select and appoint a sufficient number of persons to serve on election boards. Notice of such election shall be given by publication for two (2) consecutive weeks in a newspaper or newspapers of general circulation in the planning unit, with the last such publication not more than ten (10) nor less than five (5) days prior to the date of such election. The notice shall state the time of election, the voting place or places and shall give summary descriptions of the proposed unified district or districts in the planning unit. The proposition to be voted upon shall appear in such notice and on the ballots in the following form: "Shall the proposed unified district (or 'districts,' if

more than one is recommended) be approved?" and followed by the words "To vote in favor of the unified district (or districts) make a cross X mark in the square after the word 'Yes'." "To vote against the unified district (or districts) make a cross X mark in the square after the word 'No'." All qualified electors residing within the planning unit shall be entitled to vote at such election. Laws applying to elections for approval of school district bonds in city districts shall apply to the elections to be held pursuant to this section to the extent that the same are applicable and are not in conflict herewith. No registration shall be required for any election held pursuant to this section, but each voter, if challenged, shall be required to sign a statement that he has been a resident of the state six (6) months and of the planning unit thirty (30) days prior to the date of the election. In planning units in which there is no city district, the proposition shall be deemed approved if a majority of those voting on the proposition in the planning unit shall vote in favor thereof. In planning units in which there is located one or more city districts the ballots shall be counted separately in such city districts and in the territory of the planning unit outside of such city districts, and the proposition shall be deemed approved if a majority of those voting on the proposition in such city districts shall vote in favor thereof and if a majority of those voting on the proposition in the territory outside of such city districts shall also vote in favor thereof. All election results shall be promptly certified to the state superintendent and to the county superintendent. The expenses of calling and holding any election pursuant to this section shall be paid from the county general fund of the home county.

SEC. 14. *County-wide and U. S. Army consent school districts.* Wherever any county which has, in accordance with any statute of this state heretofore enacted, established a public school district, which includes all of the territory in such county and which is entirely within such county, and which offers, maintains and teaches grades one through twelve and by virtue of which such district has substantially accomplished the reorganization objectives of this act so far as the schools of such county are concerned, then, the state superintendent shall make an order designating and declaring such district to be a unified district within the terms and subject to the provisions of this act. Such organization order shall take effect at the same times and for the same purposes and with the same provisions as provided for other unified districts in sections 13, 15 and 16 of this act, and the method of election of members of the unified district board shall be by election at large. Thereupon said district shall become and be a unified school district as if all the provisions of this act relating to and leading up to the approval of the state superintendent as a unified school district had been complied with. In such case said district shall not be required to comply with the provisions of this act relating to the selection committee and the planning board, and their respective duties, nor shall

any election be required as a step preceding the final approval of such unified district by the state superintendent. Otherwise such district shall be included in and subject to all the rights, requirements and duties of unified districts as provided in this act, except that elections of board members shall be by election at large.

Whenever any school district has been set apart by the legislature, by and with the consent of the department of the army of the United States, and which has, in accordance with any statute of this state heretofore enacted, established a public school district, and when the territory of such school district is comprised of lands of a military reservation, the state superintendent shall make an order designating and declaring such district to be a unified district within the terms and subject to the provisions of this act insofar as the same can be made applicable. Such organization order shall take effect on July 1, 1966. The governing body of such a unified district shall be selected in the manner provided in section 72-5333b of the General Statutes Supplement of 1961. Thereupon said district shall become and be a unified school district as if all of the provisions of this act relating to and leading up to the approval of the state superintendent as a unified school district had been complied with. In such case said district shall not be required to comply with the provisions of this act relating to the selection committee and the planning board, and their respective duties, nor shall any election be required as a step preceding the final approval of such unified district by the state superintendent. Otherwise such district shall be included in and subject to all the rights, requirements and duties of unified districts as provided in this act, except as is otherwise provided in sections 72-5333a to 72-5333d, both sections inclusive, General Statutes Supplement of 1961 and in cases where the provisions of this act conflict with said sections 72-5333a to 72-5333d, the latter shall control in operation of unified districts established pursuant to this section.

SEC. 15. *Organization order.* At the time the state superintendent issues his order organizing the unified districts of a planning unit, he shall, as a part of such order, include a provision disorganizing all of the school districts the main school building of which is in the planning unit. The disorganizing parts of such order shall take effect on July 1, 1966. Every organization order issued by the state superintendent pursuant to this act shall include a number assigned by him to each unified district organized by such order. Every organization order shall designate the home county of the unified district being organized. Each unified district shall be designated by the name and style of "unified school district No. _____ (the number designated by the state superintendent), _____ county (naming the home county of the unified district), state of Kansas," and by such name may sue and be sued, execute contracts and hold such real and personal property as it may acquire. Every unified district shall possess the usual powers of a corporation for public purposes.

SEC. 16. *Transition provisions.* Each unified district shall have an interim board for the period from July 1, 1965, to July 1, 1966. Each interim board shall be comprised of the members of the board of education elected pursuant to section 19 of this act and they shall have only the powers, authorities, duties and functions provided for in this section.

The purpose and function of the interim board shall be to plan the first year of operation of the unified district (being July 1, 1966, through June 30, 1967) and to employ sufficient personnel to operate the schools of the unified district during such year.

The general government of the schools of this state and of every school district being disorganized pursuant to this act shall be continued without interruption under authority of the governing bodies of the school districts to be disorganized until June 30, 1966. After June 30, 1966, such governing bodies shall perform no general government of school functions but shall perform the special duties required of them by this act, if any.

The interim board shall perform no general government of schools function, but shall perform the special duties required by this section. It shall employ and appoint a clerk and treasurer. It may employ other personnel, and may acquire offices, office equipment and furniture, supplies and utility services as necessary to perform its duties under this section.

The interim board may employ a superintendent of schools and teachers for the unified district.

Each interim board shall meet on the second Monday of July in 1965 and once each month thereafter, on dates determined by the board. Special meetings of the interim board may be had in the manner provided in section 21. At its first meeting the interim board shall elect a chairman to serve until the interim board duties are completed.

In order to pay for its expenditures made as authorized in this section the interim board may issue no-fund warrants in the manner provided in section 26 of this act. Such no-fund warrants shall be signed by the chairman of the interim board and countersigned by the treasurer of the interim board.

SEC. 17. *Moratorium; exceptions.* (*a*) *Territory.* For the purpose of this subsection the word "transfer" means any action or procedure which is initiated after the effective date of this act and which affects or changes the territory or boundaries of any school district of any type; the word transfer shall include, but not by way of limitation, the following: (1) Consolidation of school districts; (2) annexation by school districts; (3) attachment or detachment of school district territory; (4) transfer of territory to or from any school district; (5) relocation or adjustment of school district boundaries; (6) unification of any school district or districts; (7) establishment, creation, merger, joining, organization or disorganization of any school district or districts; (8) annexation by any city for all purposes, including school purposes; and (9) merger or consolidation of cities.

Any transfer which is authorized by law may be made in the manner provided by law, but shall be subject to the prior approval thereof by the state superintendent. Such approval shall be necessary in addition to any and all other approvals which may be required by law, and such approval shall be obtained in the following manner: (1) As to any transfer initiated after the effective date of this act, application to make such transfer shall be submitted to the state superintendent at the commencement of such transfer action or procedure, and the transfer shall not be completed until an order approving the transfer has been issued by the state superintendent. The approval of the state superintendent shall be given if he finds that such transfer achieves or tends to achieve the purposes of this act. (2) When issuing any such order of approval, the state superintendent shall include therein any provision he may deem appropriate to adjust the boundaries of any planning unit or units. The state superintendent shall make available to all interested public officers a copy of such order of approval.

In the event the state superintendent denies any city's application to annex for all purposes such city may annex the territory described in such application for all purposes except school purposes in any manner now provided by law for such city to annex territory generally: *Provided*, The provisions of this subsection (*a*) shall not apply to disorganization of common-school districts not maintaining school for three (3) consecutive years and attachment of the territory thereof to other districts as provided in section 72-831 of the General Statutes Supplement of 1961.

(*b*) *School bonds.* From and after the effective date of this act no school bond election shall be called and no notice of a school bond election shall be published to vote on the question of issuing bonds for the construction or enlargement of a school building or for the purchase of a site therefor, in any type school district, except a unified district organized under this act: *Provided, however*, Any school district that has lawfully called and published notice of a bond election prior to the effective date of this act, may hold such election and issue such bonds as are authorized at such election without being required to obtain the exclusion and exception provided in the next paragraph.

The state superintendent, upon petition by the school board of any school district, may exclude and except such school district from all or any of the above restrictions imposed by this subsection (*b*), if he finds that (1) unavoidable and substantial damage or destruction has occurred to any improvement of such district, or (2) extraordinary population increases have occurred in such district, and (3) the best interests of the educational system of the state will be served by such exclusion. Any such exclusion shall be by written order specifying the basis for and extent of such exclusion. The bonded indebtedness and obligation for payment of any bonds authorized and issued pursuant to such an exclusion order shall be paid by taxes imposed on the territory in the issuing

district and such indebtedness shall not be assumed or imposed upon any unified district.

SEC. 18. *Transfer of assets; bond debt and other debt.* (*a*) After the organization of a unified district, and on July 1, 1966, the property, records and all funds, on hand and to be collected, of each disorganized district which is entirely within the limits of a unified district shall be turned over and paid to such unified district. Such unified district shall thereupon become liable for and pay all lawful debts of such disorganized district, except bonded indebtedness. Where a disorganized district is divided among two or more unified districts the unified district in which any school building or real property of the disorganized district is located shall become the owner of such school building and real property and shall be entitled to possession thereof from and after July 1, 1966.

(*b*) Any balance of bonded indebtedness, including no-fund warrants outstanding of any disorganized district shall remain a charge upon the territory of such disorganized district in accordance with the applicable provisions of section 10-119 of the General Statutes of 1949 and any amendments thereto.

(*c*) Other lawful indebtedness of each disorganized district shall be assumed and paid by all the unified districts among which the disorganized district was divided in the proportion that the assessed tangible valuation of the disorganized district was divided, and such unified districts shall be entitled to the property and all funds on hand and to be collected of the disorganized districts, and such property (other than real property) and funds shall be divided among such unified districts in such proportion. The records of a divided disorganized district shall follow the school building to the unified district taking possession thereof.

(*d*) It shall be the duty of all county officers and officers of disorganized districts to transfer the funds (including funds collected from taxes, interest, and penalties subsequent to such disorganization), records and property of such disorganized districts in accordance with the provisions of this section. Any county treasurer or disorganized district officer or former officer having in his possession any property, records, or funds of any disorganized district, who shall fail or refuse to turn over such property, records or funds to the unified district entitled thereto because of doubt as to whom the same should be transferred, shall transfer and turn over the same to the state superintendent, who shall transfer or divide and transfer such property, records and funds to the unified district or districts entitled by law to receive the same. Upon the request of the state superintendent the attorney general is authorized to file a mandamus, quo warranto or other appropriate action to accomplish the proper transfer of such property, records and funds.

In the event any funds of a disorganized district are on deposit in a depository in the name of a disorganized district officer who is

deceased or is a nonresident of the state, such depository is authorized and directed to pay such funds on the order of the state superintendent.

(e) Where a unified district acquires a school building of a divided disorganized district and the bonded indebtedness for such building is only partly paid, the unified district acquiring such building shall either pay to or receive from each other district or districts in which any part of the territory of the disorganized district is located an equitable payment. Such equitable payments shall be determined as follows: (1) The boards of the interested districts shall negotiate and agree upon such payments, if possible; (2) if such agreement cannot be reached, the board of any interested district may file an action at any time after January 1, 1967, and before January 1, 1968, in the district court of the county in which such school building is located, to determine such equitable payments; (3) the district court in which such an action is filed shall determine venue of the action, and if venue is found to be in such court, shall appoint a commissioner and may appoint appraisers to determine any facts or valuations that the court deems material; (4) the commissioner, and appraisers if any, shall report their findings to the court together with any recommendations requested by the court; (5) the court may hear evidence and shall hear arguments of interested districts; (6) thereafter the court shall issue its order determining such equitable payments, if any, allowing reasonable fees to the commissioner and appraisers, if any, and assessing the costs of the action, including such fees, to the litigants or any one or more of them.

Any unified district making payments under this section is authorized to levy taxes over a period of three (3) years to obtain funds to make such payments, and such levy shall be in addition to all other tax levies authorized or limited by law and shall not be subject to or within any aggregate tax levy limit.

(f) The equitable payments provided for under this section should be computed or arrived at by application of the following considerations to facts of each case, to wit:

(1) The total actual depreciation and/or obsolescence of the building under consideration may have been smaller, the same as, or greater than the sum of the payments of bonded indebtedness made prior to July 1, 1966; the amount of such difference (whether more or less) should first be determined. If such difference is less than ten percent (10%), no equitable payment should be made.

(2) If the difference found under (1) above is more than ten percent (10%), the unified district or districts having the advantage of such difference should pay to the unified district or districts having the disadvantage thereof, a sum of money equal to the amount of such difference, less an amount equal to the part of such difference which bears the same ratio to the total of such difference as the part of the assessed tangible valuation of the disorganized district included in the district or districts having advantage of such

difference bears to the total assessed tangible valuation of the entire disorganized district. If there is more than one unified district to make or receive payment of any such difference, the unified districts making or receiving the same (as the case may be) should do so proportionately as they have received assessed tangible valuation of the disorganized district.

(3) Such other equitable considerations as are deemed, by such negotiating boards or such court, to be appropriate may be considered.

SEC. 19. *Unified district; board member elections.* Each unified district shall be governed by a board of education consisting of six (6) elected members. An election of board members shall be conducted in each unified district on the first Tuesday in April in each odd-numbered year beginning in 1965. Positions of members of the board shall be numbered, respectively, 1, 2, 3, 4, 5 and 6. At the first such election members elected to positions numbered 1, 2 and 3 shall be elected for two (2) years, and until their successors are elected and qualified, and members elected to positions numbered 4, 5 and 6 shall be elected for four (4) years, and until their successors are elected and qualified, and the terms of all of said members shall begin on the July first following such election. Thereafter, successors shall be elected for a term of four (4) years and until their successors are elected and qualified. The board shall have power to fill any vacancy which may occur in its membership. Any vacancy occurring more than thirty (30) days prior to the date provided by law for the filings of candidacy, and leaving an unexpired term of two or more years, shall be filled at the first school election thereafter, and the ballots and returns of election shall be designated as follows: "To fill the unexpired term of two years."

Election of members of the board shall be conducted by the election commissioner in unified districts the home county of which has an election commissioner. In counties that have no election commissioner, election of members of the board shall be conducted by the planning board for the first such election and thereafter by the unified district board.

For the first election of members of the board, candidates in counties having no election commissioner shall file for such office with the county clerk, and otherwise candidates for the office of a member of the board shall file for such office with the clerk of the board, except in unified districts the home county of which has an election commissioner, in which case such filing shall be with the election commissioner. Every such filing shall be made before 4:00 p. m. on the Monday preceding by six (6) weeks the first Tuesday in April. Each such filing shall be accompanied by a filing fee of five dollars ($5). If more than two (2) candidates file for any one position on the board, there shall be conducted a primary election on the Tuesday preceding by two (2) weeks the first Tuesday in April. Ballots shall be prepared by the clerk of the board, or the election commissioner, as the case may be. At the primary election,

names of all candidates who have filed for each position shall be listed on the ballot opposite the position for which such candidates filed, and otherwise primary elections shall be conducted as is provided for general school elections. At the general school election, which shall be held on the first Tuesday in April, the names of the two (2) candidates receiving the highest number of votes for each position at the primary election, if one was held, shall be shown on the ballot opposite the position for which they are candidates. The ballots shall be cast within the unified district at such place or places as the clerk of the board or the election commissioner, as the case may be, shall designate. The polls shall open at 7:00 a. m. and close at 7:00 p. m. Qualified electors residing in the unified district shall be entitled to vote for one person for each vacancy to be filled. No registration shall be required for any election, but each voter shall be required to sign a statement if challenged that he has been a resident of the state six (6) months and of the unified district thirty (30) days prior to the date of the election. The board or the election commissioner, as the case may be, shall select an election board or boards to conduct the election, and said board or boards shall canvass the vote. The results thereof shall be certified to the state superintendent and to the county clerk of the home county of such unified district.

Members of boards shall qualify by filing their oath of office with the clerk of the board. No person shall be eligible to be a candidate for membership on or to be a member of the board unless he is a qualified elector of such unified district. Members of boards may be paid their actual and necessary expenses incurred in the performance of their official duties.

The members of election boards serving at any election conducted pursuant to this act shall receive the same compensation therefor as is provided by law for election board members serving at general elections. Such compensation and all other election expenses shall be paid by the board of county commissioners of the home county from the general fund of such county at the first election held pursuant to this section and thereafter such expenses shall be paid by the unified district.

In unified districts in which the method of election is by three-district election or six-member election, no person shall be eligible to be a candidate for membership on or to be a member of the board unless he is a qualified elector of the member district for which he files as a candidate.

SEC. 20. *Unified district; officers and employees.* At the first meeting in August in each year, the board shall elect a president and vice-president from its members, each of whom shall serve for one (1) year or until his successor is elected and qualified. The board shall appoint a clerk and treasurer, and other personnel as needed. Such clerk, treasurer, and other personnel shall not be board members and shall serve at the pleasure of the board.

The duties of the officers of the board shall be as follows: (*a*)

The president shall preside at all meetings of the board and sign all warrants drawn upon the treasurer by order of the board for all unified district moneys.

(*b*) In the absence of the president or his inability to act, the vice-president shall perform the duties of the president. In the absence or inability to act of both the president and vice-president, the remaining members shall select a member to act in that capacity.

(*c*) The clerk shall keep an accurate journal of the proceedings of the board; shall have the care and custody of the records, books and documents of the board; shall countersign all warrants drawn upon the treasurer by order of the board, and shall keep an accurate account of all moneys paid to the treasurer for the account of said board, and of all moneys paid or orders drawn on the treasurer by the board; shall prepare and submit to or for the board such reports as may be required by the board or by law.

(*d*) The treasurer shall deposit all moneys belonging to the board in accordance with the provisions of chapter 9, article 14, of the General Statutes of 1949, and acts amendatory thereof and supplemental thereto; shall prepare and submit in writing a monthly report of the finances of the board and such other reports as the board may require; and shall pay money belonging to the board only upon warrants signed by the president, or in his absence by the vice-president, and countersigned by the clerk. Before entering upon the discharge of his duties the treasurer shall furnish a corporate surety bond in an amount fixed by the board to be approved and paid for by the board.

The board, at such time as it deems expedient, shall elect a qualified superintendent of schools, not a member of the board, for a term of two (2) years, which term shall begin on the first day of August. The superintendent of schools shall have charge and control of the public schools of the unified district subject to the orders, rules and regulations of the board, and shall receive for his services such compensation as the board shall allow.

SEC. 21. *Unified district; powers and authorities.* Regular meetings of the board shall be held at least once a month on the second Monday thereof. Special meetings may be called at any time by the president of the board or by joint action of any three (3) members thereof. Written notice, stating the time and place of any special meeting and the purpose for which called, shall, unless waived, be given each member of the board at least two (2) days in advance of said meeting and no business other than that stated in the notice shall be transacted at such meeting. Except as otherwise provided in this act the board shall have and may exercise the same powers and authorities as were immediately prior to this act conferred upon boards of education in cities of the first class, and, in addition thereto, the powers and authority expressly conferred by this act. The board shall have authority to prescribe courses of study for each year of the school program and provide rules and regulations for teaching

in the unified district and general government thereof, and to approve and adopt suitable textbooks and study material for use therein, subject to the plans, methods, rules and regulations formulated and recommended by the state superintendent and state board of education.

SEC. 22. *Unified district; duties and responsibilities.* Every unified district shall maintain, offer and teach grades one (1) through twelve (12), with kindergarten being optional, and shall offer and teach at least thirty (30) units of instruction in grades nine (9) through twelve (12) in each and every high school operated by the board. Such units of instruction, to qualify for the purpose of this act, shall have the prior approval of the state superintendent. The board shall make all necessary rules and regulations for the government and conduct of such schools, consistent with the laws of the state. The board may divide the district into subdistricts for purposes of attendance by pupils. The board shall have the title to, and the care and keeping of all school buildings and other school property belonging to the district. The board may open any or all school buildings for community purposes, and may adopt rules and regulations governing such use of school buildings. School buildings and other school properties not needed by the district may be sold by the board, at a private or public sale, upon the affirmative recorded vote of at least four (4) members of the board, at a regular meeting. Conveyances shall be executed by the president of the board and attested by the clerk.

SEC. 23. *Closing schools.* The board shall not close any attendance facility that was being operated at the time the unified district was organized if at least three-fourths (¾) of the territory of the district which formerly owned such building is included in such unified district unless and until a majority of the resident electors within the attendance center of such attendance facility shall give their consent thereto. Such consent may be given in writing in the form of a petition, or the board may submit the question to a vote of such resident electors in the attendance center at a meeting called for that purpose, ten (10) days' notice of which shall be given by publication in a newspaper having general circulation in such attendance center. If a majority of those voting on the question vote in favor thereof, the same shall constitute consent for the purpose of this section. For the purpose of this section the following terms shall have the following meanings: The term "attendance facility" means a school building which has been property of a school district disorganized pursuant to this act, but which, at the time under consideration, is owned by the unified district. The term "attendance center" means the area around an attendance facility consisting of the territory in such unified district of the disorganized district which formerly owned such attendance facility.

SEC. 24. *Attendance out of district.* Boards may contract with each other for the payment of tuition for students attending school in a unified district not of their residence. Such contracts may be

made for students who reside at inconvenient or unreasonable distances from the schools maintained by their unified district or who should, for any other reason deemed sufficient by the board of their unified district, attend school in another unified district. A board may contract with a school district located in another state for the payment of tuition for students from this state attending schools in another state, or for students from another state attending schools in this state. The board of the sending school shall provide for the transportation of such students in a manner provided by law.

Sec. 25. *Transfer of territory.* After July 1, 1965, boundary changes of unified districts and transfers of territory from one unified district to another unified district shall be made only as follows: (1) Upon the written agreement of any two boards approved by the state superintendent, or (2) upon the order of the state superintendent after petition therefor by one board and hearing thereon conducted by the state superintendent. The effective date of any such transfer made prior to July 1, 1966, shall be July 1, 1966. Notice of hearing on such a petition shall be given by publication by the state superintendent for two (2) consecutive weeks in a newspaper of general circulation in the unified district from which territory is to be transferred, the last publication to be not more than ten (10) nor less than five (5) days prior to the date of the hearing. The notice shall state the time and place of the hearing and shall give a summary description of the territory proposed to be transferred.

Sec. 26. *Unified districts; no-fund warrants.* After July 1, 1965, the board is authorized to issue no-fund warrants in an amount necessary for the following: (1) To pay its expenses from July 1, 1965, until July 1, 1966, and (2) to operate the schools of the unified district after July 1, 1966, until the distribution of the proceeds of its first tax levy less the amount of cash on hand and to be received during such period. Whenever any board shall issue no-fund warrants, such board shall make a tax levy at the next tax levying period after January 1, 1966, sufficient to pay the same and the interest thereon. Such no-fund warrants shall bear interest at the rate of not more than six percent (6%) per annum and shall be recorded by the clerk of the board and redeemed as provided in article 8 of chapter 10 of the General Statutes of 1949 and acts amendatory thereof and supplemental thereto. The board is authorized to expend all moneys raised by such no-fund warrants even though the same were not included in its budget for the period during which such expenditures are made. The tax levy herein authorized shall be in addition to all other tax levies authorized or limited by law and shall not be subject to or within any aggregate tax levy limit.

Sec. 27. *Unified board; expenditures.* No expenditures involving an amount greater than one thousand dollars ($1,000) shall be made by the board, except in accordance with the provisions of a written contract, and no contract involving expenditures for con-

struction or purchase of materials, goods or wares of more than five thousand dollars ($5,000) shall be made except upon sealed proposals, and to the lowest responsible bidder. A unified district shall be considered as a municipality within the provisions of section 79-2925 of the General Statutes of 1949, and the acts of which it is a part and acts amendatory thereof and supplemental thereto, except that during the first budget period the board may expend any moneys received from funds or property of the disorganized component districts even though the same were not included in the budget of expenditures for such period. The adopted budgets of all the disorganized school districts, the main school building of which is included in the unified district, shall be consolidated and expenditures may be made by the board not exceeding the total amount of the expenditures authorized by the budgets so consolidated, plus five percent (5%) of said amount, except that additional expenditures may be made if revenue therefor is provided by the issuance of no-fund warrants as provided by section 26 of this act.

The board shall hold a hearing on the budget as required by section 79-2933 of the General Statutes of 1949, or any amendments thereto. The board shall give at least ten (10) days' notice of time and place of said budget hearing by publication in a weekly or daily newspaper of the unified district having a general circulation therein, which notice shall contain the financial statement, budget and statement of income, as prepared in accordance with the provisions of this act. Within ten (10) days following the annual budget hearing the budget shall be adopted or amended and adopted as amended and certified to the county clerk of the home county of such unified district by the board. Unified districts shall not hold annual meetings. Boards are hereby authorized and empowered to levy taxes each year for all school purposes.

Whenever any unified district in this state lies partly within two (2) or more counties, it shall be the duty of the treasurer of the county, or counties, not the home county of such unified district to transfer to the treasurer of the home county of such unified district, before the fifteenth day of January, fifteenth day of July, and the twentieth day of September of each year, all moneys in his hands belonging to said unified district, including all moneys for the payment of bonds or interest on bonds of said unified district; and the treasurer receiving said money shall issue therefor and forward to the treasurer so sending the money receipts in triplicate, one of which said treasurer shall file with the county clerk of the county, and the board of county commissioners thereof shall give said treasurer proper credit therefor. One of said receipts shall be sent to the county clerk of the county to which the money was sent, who shall charge the county treasurer with the amount thereof. Unified districts shall participate in the distribution of state and county school funds as other school districts as provided by law.

Sec. 28. *Unified districts; issuance of bonds.* The board shall have authority to select a school site or sites. When a board de-

termines that it is necessary to purchase or improve a school site or sites, or to construct, equip, furnish, repair, remodel or make additions to any building or buildings used for school purposes, or to purchase school buses, such board may submit to the electors of the unified district the question of issuing general obligation bonds for one or more of the above purposes, and upon the affirmative vote of the majority of those voting thereon, the board shall be authorized to issue such bonds. The board shall adopt a resolution stating the purpose for which bonds are to be issued and the estimated amount thereof. The board shall give notice of said bond election in the manner prescribed in section 10-120 of the General Statutes of 1949 or any amendments thereto and said elections shall be held in accordance with the provisions of the general bond law. Any board may issue, without an election but with the written approval of the state superintendent, bonds in an amount not exceeding ten thousand dollars ($10,000) to pay for needed repairs on school buildings or equipment or to purchase school buses, but the aggregate amount of such bonds outstanding at any time shall not exceed twenty thousand dollars ($20,000). The aggregate amount of bonds of a board outstanding at any time (exclusive of bonds specifically exempted from statutory limitations) shall not exceed seven percent (7%) of the assessed valuation of tangible taxable property within the district, except as hereinafter provided.

SEC. 29. Section 75-2315 of the General Statutes Supplement of 1961 is hereby amended to read as follows: Sec. 75-2315. *Modification of bond limitations.* The limitations placed by the statutes upon the voting of bonds in common, rural high, community high and city school districts and unified districts for the purpose of purchasing or improving a site or sites, constructing, furnishing, equipping, repairing, remodeling or making additions to schoolhouses or other necessary buildings, or for the purpose of purchasing school buses may be modified as provided in sections 75-2315 to 75-2318 of the General Statutes Supplement of 1961 as amended by this act.

SEC. 30. Section 75-2316 of the General Statutes Supplement of 1961 is hereby amended to read as follows: Sec. 75-2316. *Same; order authorizing vote; limitation.* The board of school-fund commissioners of the state of Kansas is hereby authorized and empowered to make an order authorizing any school district to vote bonds for the purpose of purchasing or improving a site or sites, constructing, furnishing, equipping, repairing, remodeling or making additions to schoolhouses or other necessary buildings or purchasing school buses to an amount to be determined by the board of school-fund commissioners, and in addition to, the amount of bonds which such district may be otherwise authorized to issue.

SEC. 31. *Extension courses; continuation.* Whenever there is included in any unified district a disorganized district or the greatest part of a disorganized district which was operating high-school

extension courses, or grades thirteen (13) and fourteen (14), at the time of inclusion in said unified district, then said unified district may maintain and operate high-school extension courses, and all the laws relating to high-school extension courses shall apply to such unified district, to the extent that they do not conflict with this act.

SEC. 32. Section 10-119 of the General Statutes of 1949 is hereby amended to read as follows: Sec. 10-119. Whenever a part of the territory of any municipality has been detached and attached to some other municipality, or whenever any municipality has been disorganized according to law and the territory attached to or included in some other municipality or municipalities, such territory shall be liable for the payment of all bonds issued or other indebtedness incurred by such municipality before such detachment or disorganization, and the proper taxing officers of the municipality to which such territory is attached shall levy such taxes upon such attached territory as are necessary to pay its proper proportion of the interest and principal of such bonds or other indebtedness as aforesaid, and such officers may be compelled by mandamus at the instance of the holders of such bonds or other indebtedness to levy such tax.

SEC. 33. *Severability.* If any clause, paragraph, subsection or section of this act shall be held invalid or unconstitutional it shall be conclusively presumed that the legislature would have enacted the remainder of this act without such invalid or unconstitutional clause, paragraph, subsection or section.

SEC. 34. *Repealer.* Section 10-119 of the General Statutes of 1949 and sections 75-2315 and 75-2316 of the General Statutes Supplement of 1961 are hereby repealed.

SEC. 35. *Effective date.* This act shall take effect and be in force from and after May 15, 1963, and its publication in the official state paper.

Approved April 18, 1963.
Published in the official state paper May 4, 1963.

CHAPTER 394

FORM AND COLOR OF STATE FLAG DESIGNATED

House Bill No. 2

AN ACT relating to the state flag; designating the form and color thereof; amending section 73-702 of the General Statutes Supplement of 1961, and repealing said original section.

Be it enacted by the Legislature of the State of Kansas:

SECTION 1. Section 73-702 of the General Statutes Supplement of 1961 is hereby amended to read as follows: Sec. 73-702. The official state flag of the state of Kansas shall be a rectangle of dark-blue silk or bunting, three (3) feet on the staff by five (5)

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